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Condition of America's Public School Facilities: 2012–13

First Look



NCES 2014-022

U.S. DEPARTMENT OF EDUCATION

Condition of America's Public School Facilities: 2012–13

First Look

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NCES 2014-022
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Introduction

This report provides nationally representative data on the condition of public school facilities. The National Center for Education Statistics (NCES) previously collected data on this topic in 1999 (Lewis et al. 2000). The study presented in this report collected information about the condition of public school facilities in the 2012–13 school year. Specifically, the survey covered the following:

- Whether the school had permanent and portable (temporary) onsite buildings;
- The condition of 17 building systems/features in the permanent and portable (temporary) onsite buildings;
- The condition of seven outdoor features at the school;
- The overall condition of the permanent and portable (temporary) onsite buildings;
- The estimated total cost of all repairs/renovations/modernizations required to put the school's onsite buildings in good overall condition, and the sources on which the cost estimate was based;
- How satisfactory each of eight environmental factors was in the permanent and portable (temporary) onsite buildings;
- The year in which the school's main instructional building was constructed, the year of the last major renovation of the main instructional building, and the year of the last major building replacement or addition at the school;
- Whether any major repair/renovation/modernization work was currently being performed at the school;
- Whether various construction projects were planned for the school in the next 2 years;
- Which of 17 building systems/features at the school, if any, had major repairs, renovations, or replacements planned for the next 2 years, and if work was planned, the main reason for the planned major repair, renovation, or replacement;
- Whether there was a written long-range educational facilities plan[1] for the school;
- Whether inspection of the condition of the physical features of the facility and evaluations of energy use and indoor environmental hazards at the school had been performed by qualified professionals within the last 5 years; and
- Whether various steps had been taken in the last 5 years to improve energy efficiency at the school.

NCES, in the Institute of Education Sciences, conducted this survey in spring 2013 using the Fast Response Survey System (FRSS). FRSS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of districts, schools, or teachers with minimal burden on respondents and within a relatively short period of time. The survey on the condition of public school facilities was mailed to the school districts of approximately 1,800 public schools in the 50 states and the District of Columbia. While individual schools were sampled, the questionnaires were mailed to the districts with which the schools were associated. A separate questionnaire was enclosed for each sampled school. The cover letter indicated that the survey was designed to be completed by district-level personnel who were very familiar with the school facilities in the district. Often this was a district facilities coordinator. The letter indicated that the respondent might want to consult with other district-level personnel or with school-level personnel, such as the principal of the sampled school, in answering some of the questions. Respondents were offered the option of completing the survey via the Web. The unweighted survey response rate was 90 percent and the weighted response rate using the initial base weights was also 90 percent. The survey weights were adjusted for questionnaire nonresponse and the data were then weighted to yield national estimates that represent all eligible public schools in the United States.

[1] Terms used in the report are presented in appendix B.

Because the purpose of this report is to introduce new NCES data from the survey through the presentation of tables containing descriptive information, only selected national findings are presented. These findings have been chosen to demonstrate the range of information available from the FRSS study rather than to discuss all of the data collected; they are not meant to emphasize any particular issue. Readers are cautioned not to make causal inferences about the data presented here. The findings are based on self-reported data from public schools and school districts. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Tables of standard error estimates are provided in appendix A. See the technical notes (appendix B) for detailed information about the survey methodology. Appendix B also includes definitions of the analysis variables (i.e., school characteristics) and rating scales and terms used in the report. The questionnaire is located in appendix C.

Selected Findings

This section presents selected findings based on survey responses on the condition of public school facilities in the 2012–13 school year.[2]

- Based on survey responses, almost all (99 percent) of the schools had permanent buildings, and 31 percent had portable (temporary) buildings (table 1). Among schools with permanent buildings, the overall condition of about three-quarters of the permanent buildings was described as excellent (20 percent) or good (56 percent); 21 percent were in fair condition, and 3 percent were in poor condition. Among schools with portable buildings, overall condition was excellent in 6 percent, good in 49 percent, fair in 36 percent, and poor in 9 percent.
- Among public schools with permanent buildings, the building systems/features were rated as being in fair or poor condition in their permanent buildings in 14 to 32 percent of the schools:[3] windows (32 percent); plumbing/lavatories (31 percent); heating system, air conditioning system, and ventilation/filtration system (30 percent each); energy management system, security systems, and exterior lighting (29 percent each); roofs, interior finishes/trim, and internal communication systems (25 percent each); electrical system (22 percent); technology infrastructure (21 percent); interior lighting and life safety features (19 percent each); exterior walls/finishes (18 percent); and framing, floors, and foundations (14 percent) (table 2).
- Among public schools with portable (temporary) buildings, the building systems/features were rated as being in fair or poor condition in their portable buildings in 29 to 45 percent of the schools:[4] windows and exterior lighting (45 percent each); interior finishes/trim (43 percent); roofs and exterior walls/finishes (42 percent each); framing, floors, and foundations (41 percent); ventilation/filtration system, and energy management system (41 percent each); security systems (40 percent); plumbing/lavatories and air conditioning systems (37 percent each); heating systems (36 percent); internal communication systems and technology infrastructure (33 percent each); electrical system and interior lighting (30 percent each); and life safety features (29 percent) (table 3).
- The condition of the following outdoor features was rated as fair or poor in public schools that had that feature: school parking lots and roadways (36 percent); fencing (32 percent); bus lanes and drop-off areas (31 percent); outdoor athletic facilities (31 percent); covered walkways (28 percent); school sidewalks and walkways (27 percent); and outdoor play areas/playgrounds (27 percent) (table 4).
- Based on survey responses, 53 percent of public schools needed to spend money on repairs, renovations, and modernizations to put the school's onsite buildings in good overall condition (table 5). The total amount needed was estimated to be approximately $197 billion, and the average dollar amount for schools needing to spend money was about $4.5 million per school (not shown in tables).[5] Among schools needing to spend, the cost estimate was based on the best professional judgment of the survey respondent in 57 percent of the schools; on facilities inspection(s)/assessment(s) performed within the last 3 years by licensed professionals in 44 percent of the schools; and on a capital improvement/facilities master plan, schedule, or budget in 42 percent of the schools (table 5).
- Among public schools with permanent buildings, the environmental factors in permanent buildings were rated as unsatisfactory or very unsatisfactory in 5 to 17 percent of schools[6] (table 6). Among public

[2] Rating scales and terms used in the report are presented in appendix B.

[3] Percentages are based on schools with that building system/feature in their permanent buildings.

[4] Percentages are based on schools with that building system/feature in their portable (temporary) buildings.

[5] These estimates are based on the survey question that asked for the estimated total cost of all repairs/renovations/modernizations required to put the school's onsite buildings in good overall condition. The standard error for the total amount needed was $12 billion, and the standard error for the average dollar amount for schools needing to spend money was $264,000. Data are not shown in the table broken out by school characteristics because totals (sums) are affected by the number of cases in an analysis group, and totals and average dollars are heavily influenced by some very large (but verified as correct) estimated costs.

[6] Percentages are based on schools with that environmental factor in their permanent buildings.

schools with portable buildings, ratings of unsatisfactory or very unsatisfactory were reported for the environmental factors in portable buildings in 10 to 28 percent of the schools.[7]

- Sixty percent of public schools were reported to have a written long-range educational facilities plan (table 7). Seventeen percent of public schools had major repairs, renovations, or modernization work currently being performed at the school, and 39 percent had major repairs/renovations/ modernization work planned for the school in the next two years.
- Respondents indicated whether there were major repair, renovation, or replacement of various building systems or features planned for the school in the next 2 years, and if so, the main reason for such plans. Among schools with the building system/feature, 21 percent had plans for major repair, renovation, or replacement of security systems, and 20 percent had plans for such work on technology infrastructure (table 8). Improved operational or energy efficiency was cited as the main reason for the work in 46 percent of those with planned work on security systems, and in 51 percent of those with planned work on technology infrastructure. Nineteen percent of schools had plans for major repair, renovation, or replacement of roofs, and among these schools, 46 percent had replacement cycle cited as the main reason. Major repair, renovation, or replacement of the remaining building systems/features was planned in 7 to 16 percent of public schools with that system/feature.
- Based on survey responses, the following types of inspections and evaluations were performed at public schools by qualified professionals within the last 5 years: inspection of the condition of the physical features of the facility (83 percent), evaluation of indoor environmental hazards (80 percent), and evaluation of energy use (72 percent) (table 9). The following steps had been taken within the last 5 years to improve energy efficiency: replaced lighting fixtures, lighting ballast, or bulbs (65 percent), installed motion sensors for lighting (35 percent), installed or upgraded an energy management system (34 percent), installed more efficient HVAC systems (31 percent), replaced windows and/or doors (25 percent), installed or upgraded a reflective roof coating (19 percent), and upgraded insulation, outer walls, and/or siding (building envelopes) (14 percent).
- The average of the reported number of years since the construction of the main instructional building was 44 years (table 10). Among schools with major renovation of the main instructional building, the renovation occurred on average 12 years ago. Among schools with major building replacement or addition, the replacement or addition occurred on average 16 years ago. The average functional age[8] of the main instructional building was 19 years.

[7] Percentages are based on schools with that environmental factor in their portable buildings.

[8] Functional age is defined as the age of the school based on the year of the most recent major renovation or the year of construction of the main instructional building if no renovation has occurred.

Tables

Table 1. Percent of public schools with permanent and portable (temporary) buildings, and among those schools, the percentage distribution with various ratings of the overall condition of each building type, by school characteristics: 2012–13

School characteristic	Permanent buildings					Portable (temporary) buildings				
	Schools with permanent buildings	Overall condition				Schools with portable (temporary) buildings	Overall condition			
		Excellent	Good	Fair	Poor		Excellent	Good	Fair	Poor
All public schools	**99**	**20**	**56**	**21**	**3**	**31**	**6**	**49**	**36**	**9**
School instructional level										
Elementary	99	20	57	21	3	33	6	49	36	9
Secondary	100[2]	20	57	20	2!	24	5!	46	43	7!
Combined	100	15!	44	38	‡	29	‡	56	‡	‡
School enrollment size										
Less than 300	98	14	53	28	5!	20	‡	44	39	13!
300 to 599	100[2]	20	57	21	3	27	6!	45	39	10
600 or more	100	25	58	17	1!	43	7	54	33	6
Community type										
City	99	17	55	23	5	40	4!	53	34	8!
Suburban	100[2]	23	56	20	‡	32	5!	51	38	6!
Town	99	18	57	23	‡	27	10!	43	38	9!
Rural	100[2]	20	57	20	2!	25	7!	44	36	13
Region										
Northeast	100	16	61	20	3!	12	‡	60	25	‡
Southeast	99	25	54	18	3!	36	‡	45	41	10!
Central	100	20	58	20	2!	11	‡	25!	50	‡
West	99	19	54	24	3!	51	6	53	33	7
Percent minority enrollment[1]										
Less than 6 percent	100	17	58	23	‡	13	‡	34!	36!	24!
6 to 20 percent	100[2]	20	60	18	2!	17	‡	37	43	14!
21 to 49 percent	100	24	55	19	‡	32	6!	52	34	8!
50 percent or more	99	19	54	23	3	45	6	52	36	6
Percent of students eligible for free or reduced-priced lunch										
Less than 35 percent	100[2]	24	56	18	2!	25	8!	51	29	12
35 to 49 percent	99	18	63	17	2!	30	7!	53	36	‡
50 to 74 percent	100	20	56	22	2!	31	4!	45	41	10!
75 percent or more	98	16	52	28	4	39	5!	48	38	8!

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

[1] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

[2] Rounds to 100 percent.

NOTE: Respondents were presented the following definitions. **Excellent** means that the facility meets all the reasonable needs for normal school performance yet goes well beyond adequate. Relatively minor enhancements may be necessary. **Good** means that the facility meets all the reasonable needs for normal school performance, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent facility. **Fair** means that the facility meets minimal needs for normal school performance but requires frequent maintenance or has other limitations. It requires some upgrading to be considered in good condition. **Poor** means that the facility does not meet minimal requirements for normal school performance. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 2. Percent of public schools with permanent buildings with the condition of building systems/features in their permanent buildings rated as fair or poor, by school characteristics: 2012–13

School characteristic	Roofs	Framing, floors, foundations	Exterior walls, finishes	Windows, doors	Interior finishes, trim	Plumbing/ lavatories	Heating system	Air conditioning system	Ventilation/ filtration system	Electrical system	Interior lighting	Exterior lighting	Energy management system	Life safety features[1]	Security systems	Internal communication systems	Technology infrastructure
All public schools	**25**	**14**	**18**	**32**	**25**	**31**	**30**	**30**	**30**	**22**	**19**	**29**	**29**	**19**	**29**	**25**	**21**
School instructional level																	
Elementary	26	14	17	31	24	30	30	30	29	22	20	30	29	19	29	25	22
Secondary	24	12	18	35	27	34	31	33	30	22	16	26	30	18	29	24	17
Combined	31	27	32	38	39	41	29	27	37	28	30	39	41	25	40	27	19!
School enrollment size																	
Less than 300	31	19	25	43	32	43	42	38	38	31	25	39	45	27	41	34	30
300 to 599	23	13	16	32	26	32	28	30	30	22	20	29	28	18	28	26	20
600 or more	24	12	15	26	20	23	24	26	24	16	14	22	22	14	23	17	16
Community type																	
City	27	16	19	35	29	34	31	33	31	22	21	30	28	17	25	23	20
Suburban	28	11	15	29	22	26	26	27	27	20	19	26	22	15	23	21	19
Town	28	16	21	37	30	36	34	37	36	25	23	34	37	19	38	30	23
Rural	21	15	18	31	24	32	31	29	28	23	18	29	34	22	34	26	22
Region																	
Northeast	26	14	17	31	25	28	29	32	34	26	20	26	31	16	27	28	22
Southeast	22	12	13	30	20	26	24	29	28	18	19	28	26	17	22	17	16
Central	27	13	15	31	25	37	32	31	29	22	16	31	31	18	34	28	21
West	26	16	23	36	30	32	33	30	29	23	22	31	30	21	31	25	22
Percent minority enrollment[2]																	
Less than 6 percent	25	17	19	36	26	37	38	36	33	30	24	31	35	20	34	30	21
6 to 20 percent	27	13	17	33	24	33	30	28	30	21	15	29	31	19	36	25	22
21 to 49 percent	23	11	15	29	21	28	26	28	27	20	17	26	27	16	24	20	18
50 percent or more	26	15	20	33	29	31	30	32	30	22	22	31	28	19	26	25	21
Percent of students eligible for free or reduced-priced lunch																	
Less than 35 percent	25	11	17	28	23	27	27	25	27	21	17	26	25	15	27	25	23
35 to 49 percent	22	12	12	31	18	33	29	32	28	20	16	28	30	16	29	20	17
50 to 74 percent	22	14	18	34	28	33	31	32	30	22	20	30	32	19	34	25	21
75 percent or more	32	20	23	37	31	33	34	34	33	24	24	33	32	24	26	28	21

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

[1] "Life safety features" includes sprinklers, fire alarms, and smoke detectors.

[2] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Respondents were provided the following definitions. **Excellent** means that a particular feature or system meets all the reasonable needs of the school pertaining to that item yet goes well beyond adequate. Relatively minor enhancements may be necessary. **Good** means a feature or system meets all the reasonable needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent system/feature. **Fair** means that a feature or system meets minimal conditions but is not dependable, breaks down frequently, or has other limitations. It is a feature or system that would require some upgrading to be considered in good condition. **Poor** means that a particular feature or system as it exists is inadequate to meet even the minimal needs of the school. This table presents combined data for ratings of fair and poor. percentages are based on schools with that building system/feature in their permanent buildings.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 3. Percent of public schools with portable (temporary) buildings with the condition of building systems/features in their portable (temporary) buildings rated as fair or poor, by school characteristics: 2012–13

School characteristic	Roofs	Framing, floors, foundations	Exterior walls, finishes	Windows, doors	Interior finishes, trim	Plumbing/ lavatories	Heating system	Air conditioning system	Ventilation/ filtration system	Electrical system	Interior lighting	Exterior lighting	Energy management system	Life safety features[1]	Security systems	Internal communication systems	Technology infrastructure
All public schools	**42**	**41**	**42**	**45**	**43**	**37**	**36**	**37**	**41**	**30**	**30**	**45**	**41**	**29**	**40**	**33**	**33**
School instructional level																	
Elementary	43	41	43	45	43	36	35	36	42	31	31	45	41	28	40	33	33
Secondary	41	42	43	49	46	41	40	42	42	27	26	46	45	31	40	33	32
Combined	‡	‡	‡	‡	27!	‡	‡	‡	‡	‡	‡	34!	26!	37!	42!	‡	‡
School enrollment size																	
Less than 300	54	48	47	56	45	53	41	45	56	38	39	58	72	56	65	53	49
300 to 599	45	44	48	53	46	38	39	40	50	34	36	47	37	22	38	31	35
600 or more	36	35	36	36	41	30	31	32	30	24	23	40	35	26	33	29	26
Community type																	
City	39	43	42	44	42	35	33	35	37	29	29	40	38	27	34	31	32
Suburban	44	33	41	40	44	35	38	40	43	29	30	47	33	24	31	29	25
Town	39	45	40	51	41	31!	30	33	43	21	22	37	44	24!	47	30	38
Rural	45	44	44	49	45	44	38	38	44	35	36	54	58	39	55	43	40
Region																	
Northeast	53	41	51	47	58	43!	44	46	43	40	38	53	49	31!	45	42	31!
Southeast	46	47	45	49	47	44	40	42	49	39	38	52	54	33	47	34	42
Central	43	50	52	64	42	35	41	41	51	37	31	39	30!	16!	45!	31!	34!
West	39	36	38	40	40	33	32	32	36	23	25	42	36	28	36	32	29
Percent minority enrollment[2]																	
Less than 6 percent	60	62	67	81	56	52!	66	66	70	63	63	79	83	54!	79	66	58
6 to 20 percent	41	38	43	51	50	50	40	41	52	34	33	53	52	40	60	36	37
21 to 49 percent	45	40	41	43	44	32	38	40	42	30	27	44	39	22	40	24	30
50 percent or more	40	40	40	41	40	35	31	32	36	26	28	42	37	27	33	34	31
Percent of students eligible for free or reduced-priced lunch																	
Less than 35 percent	41	34	41	42	48	39	38	41	41	32	31	45	39	27	37	27	31
35 to 49 percent	32	38	43	39	33	27	29	31	38	28	23	41	43	27	40	27	31
50 to 74 percent	46	43	39	49	44	44	41	39	46	28	33	49	48	31	53	35	40
75 percent or more	47	46	45	47	45	35	33	35	38	31	31	45	37	30	32	41	28

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

[1] "Life safety features" includes sprinklers, fire alarms, and smoke detectors.

[2] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Respondents were provided the following definitions. **Excellent** means that a particular feature or system meets all the reasonable needs of the school pertaining to that item yet goes well beyond adequate. Relatively minor enhancements may be necessary. **Good** means a feature or system meets all the reasonable needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent system/feature. **Fair** means that a feature or system meets minimal conditions but is not dependable, breaks down frequently, or has other limitations. It is a feature or system that would require some upgrading to be considered in good condition. **Poor** means that a particular feature or system as it exists is inadequate to meet even the minimal needs of the school. This table presents combined data for ratings of fair and poor. percentages are based on schools with that building system/feature in their portable (temporary) buildings.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 4. Percent of public schools with the condition of outdoor features at the school rated as fair or poor, by school characteristics: 2012–13

School characteristic	School parking lots and roadways	Bus lanes and drop-off areas	School sidewalks and walkways	Outdoor play areas/ playgrounds	Outdoor athletic facilities	Covered walkways	Fencing
All public schools	**36**	**31**	**27**	**27**	**31**	**28**	**32**
School instructional level							
Elementary	35	30	26	27	32	27	31
Secondary	36	32	26	29	28	29	33
Combined	45	46	43	39	42	32	42
School enrollment size							
Less than 300	49	42	35	38	44	44	43
300 to 599	34	30	26	26	32	26	32
600 or more	28	25	21	22	22	22	25
Community type							
City	34	30	28	27	31	24	32
Suburban	33	29	22	24	30	24	29
Town	34	31	29	31	35	33	30
Rural	40	33	28	28	31	32	34
Region							
Northeast	38	27	27	23	28	25	39
Southeast	31	27	24	27	31	23	30
Central	39	34	28	28	34	37	35
West	36	33	27	29	32	29	27
Percent minority enrollment[1]							
Less than 6 percent	44	36	33	33	42	44	44
6 to 20 percent	35	29	25	26	29	28	32
21 to 49 percent	37	32	24	21	26	26	30
50 percent or more	33	29	27	30	33	25	30
Percent of students eligible for free or reduced-priced lunch							
Less than 35 percent	33	28	23	25	27	27	31
35 to 49 percent	32	30	22	21	25	26	21
50 to 74 percent	38	33	31	29	35	32	39
75 percent or more	39	33	29	34	39	25	33

[1] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Respondents were provided the following definitions. **Excellent** means that a particular feature or system meets all the reasonable needs of the school pertaining to that item yet goes well beyond adequate. Relatively minor enhancements may be necessary. **Good** means a feature or system meets all the reasonable needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent system/feature. **Fair** means that a feature or system meets minimal conditions but is not dependable, breaks down frequently, or has other limitations. It is a feature or system that would require some upgrading to be considered in good condition. **Poor** means that a particular feature or system as it exists is inadequate to meet even the minimal needs of the school. This table presents combined data for ratings of fair and poor. percentages are based on schools with that outdoor feature.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 5. Percent of public schools needing to spend money on repairs, renovations, and modernizations to put the school's onsite buildings in good overall condition, and among those schools, the percent with various sources of cost estimates, by school characteristics: 2012–13

School characteristic	Percent of schools reporting needing to spend	Source of cost estimate was: Facilities inspection(s)/ assessment(s) performed within the last 3 years by licensed professionals	Repair/ renovation/ modernization work already being performed and/or contracted for	Capital improvement/ facilities master plan, schedule, or budget	Best professional judgment	Opinions of other district or school administrators	Other sources[1]
All public schools	**53**	**44**	**25**	**42**	**57**	**17**	**11**
School instructional level							
Elementary	52	43	22	41	56	17	12
Secondary	52	50	33	46	59	15	8
Combined	67	40	34	34	71	29!	‡
School enrollment size							
Less than 300	65	46	26	33	62	16	6!
300 to 599	51	46	22	43	54	18	13
600 or more	46	41	29	50	56	16	13
Community type							
City	54	35	22	39	55	16	10
Suburban	49	51	25	53	54	20	16
Town	55	43	21	46	54	20	14
Rural	53	48	29	35	62	15	6
Region							
Northeast	49	44	23	42	56	16	15
Southeast	45	46	30	50	54	14	9!
Central	53	50	28	42	63	18	7!
West	59	40	21	38	55	18	12
Percent minority enrollment[2]							
Less than 6 percent	52	51	34	39	63	11!	‡
6 to 20 percent	51	47	23	39	55	16	13
21 to 49 percent	50	49	28	48	62	21	11
50 percent or more	55	38	22	42	54	17	12
Percent of students eligible for free or reduced-priced lunch							
Less than 35 percent	48	42	21	44	53	12	14
35 to 49 percent	51	55	28	41	62	21	8!
50 to 74 percent	52	50	27	44	57	19	8
75 percent or more	60	35	26	39	58	17	12

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

[1] Examples of other sources include information from past projects of the same magnitude, and insurance carrier/current industry costs.

[2] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 6. Percent of public schools with permanent buildings and with portable buildings with satisfaction with the environmental factors in their permanent and portable buildings rated as unsatisfactory or very unsatisfactory, by school characteristics: 2012–13

School characteristic	Permanent buildings[1]								Portable buildings[2]							
	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Water quality	Acoustics or noise control	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Water quality	Acoustics or noise control
All public schools	**8**	**16**	**14**	**17**	**17**	**9**	**5**	**14**	**11**	**28**	**12**	**15**	**19**	**16**	**10**	**21**
School instructional level																
Elementary	8	17	13	16	16	9	5	14	11	29	11	16	19	17	10	21
Secondary	7	16	16	20	16	9	6	12	12	28	16	14	22	14	8!	21
Combined	‡	15!	20!	21!	28	13!	16!	25	#	‡	#	‡	‡	#	‡	‡
School enrollment size																
Less than 300	11	21	19	24	25	14	9	20	14!	28	18!	18!	26	21	19!	28
300 to 599	9	15	15	18	17	9	6	13	17	33	15	21	25	19	10!	23
600 or more	4	15	9	13	11	6	3	10	5	25	7	10	13	12	6!	17
Community type																
City	9	16	16	21	18	11	6	14	10	26	11	15	18	17	7!	19
Suburban	7	15	10	13	12	4	3	10	6!	26	7!	12	14	11	7!	17
Town	8	20	14	18	16	7!	5!	15	14!	41	17!	14!	26	18!	16!	24!
Rural	9	16	14	17	20	12	7	16	15	28	16	18	24	19	14!	26
Region																
Northeast	10	12	15	22	18	9	5!	13	‡	22!	‡	‡	‡	‡	‡	‡
Southeast	10	16	9	12	14	9	4!	13	16	26	14	17	22	20	13!	22
Central	5	10	14	20	16	9	5	13	14!	25!	15!	‡	24!	15!	‡	17!
West	8	24	15	16	18	9	8	15	8	31	10	14	18	14	7	22
Percent minority enrollment[3]																
Less than 6 percent	11	12	18	26	18	13	5!	14	28!	36!	31!	33!	36!	33!	‡	31!
6 to 20 percent	8	17	15	16	18	9	6	15	‡	31	17!	17!	27	13!	‡	26
21 to 49 percent	5	15	10	13	15	7	4	10	9!	24	8!	9!	19	14	7!	11!
50 percent or more	9	19	14	18	16	8	6	15	10	29	11	15	16	16	11	23
Percent of students eligible for free or reduced-priced lunch																
Less than 35 percent	6	14	12	17	15	7	4	12	10!	26	13	17	18	14	9!	19
35 to 49 percent	7	17	14	16	16	9	5	13	8!	28	8!	13!	18!	15!	‡	11!
50 to 74 percent	8	17	14	15	16	11	6	13	12	29	15	16	23	19	11!	26
75 percent or more	11	19	15	19	20	10	7	17	12	30	10	14	18	16	14	23

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

[1] Based on schools with environmental factor in their permanent buildings.

[2] Based on schools with environmental factor in their portable (temporary) buildings.

[3] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Based on schools with that environmental factor in their permanent and portable buildings.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 7. Percent of public schools with a written long-range educational facilities plan for the school, with repair, renovation, or modernization work currently being performed, and with construction projects planned for the school in the next 2 years, by school characteristics: 2012–13

School characteristic	School has long-range written facilities plan	Major repairs, renovations, or modernization work currently being performed	Construction projects planned	
			Build new permanent buildings/additions	Major repairs/renovations/ modernization of existing permanent buildings
All public schools	**60**	**17**	**9**	**39**
School instructional level				
Elementary	60	15	8	37
Secondary	61	21	11	45
Combined	54	26	24	52
School enrollment size				
Less than 300	47	15	9	41
300 to 599	62	16	10	41
600 or more	67	18	8	35
Community type				
City	63	18	8	39
Suburban	68	17	7	39
Town	59	19	12	41
Rural	52	14	10	38
Region				
Northeast	70	17	5!	42
Southeast	62	13	10	31
Central	54	18	9	45
West	58	18	11	38
Percent minority enrollment[1]				
Less than 6 percent	53	11	6!	43
6 to 20 percent	59	18	10	38
21 to 49 percent	60	18	9	38
50 percent or more	63	17	9	38
Percent of students eligible for free or reduced-priced lunch				
Less than 35 percent	66	19	8	42
35 to 49 percent	58	15	10	38
50 to 74 percent	58	17	10	36
75 percent or more	56	15	9	39

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

[1] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 8. Percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13

School characteristic	Roofs					Framing, floors, foundations					Exterior walls, finishes				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**19**	**39**	**9**	**46**	**6**	**7**	**41**	**16**	**27**	**16**	**9**	**38**	**21**	**23**	**18**
School instructional level															
Elementary	17	38	8	47	7!	5	40	12!	30	19!	8	36	19	26	20
Secondary	25	41	9	45	5!	8	42	17!	26	15!	10	46	23!	18	14!
Combined	25	31!	30!	38!	#	22!	48!	43!	‡	#	17!	‡	‡	‡	‡
School enrollment size															
Less than 300	20	34	14!	44	‡	5!	38!	31!	‡	‡	9	22!	35!	20!	23!
300 to 599	19	41	5!	48	5!	7	44	11!	34	11!	9	47	16!	21	16!
600 or more	19	39	10	46	5!	6	39	15!	28	18!	8	38	18	28	16!
Community type															
City	19	35	6!	50	8!	7	37	19!	27	16!	9	33	20!	31	16!
Suburban	19	40	8!	46	‡	7	38	14!	23!	24!	8	39	17!	25!	19!
Town	20	50	‡	36	‡	7	53	20!	‡	‡	9	53	18!	‡	24!
Rural	19	35	13!	49	‡	5	41	‡	32!	‡	8	35	26!	23!	15!
Region															
Northeast	19	47	10!	36	‡	6	42!	‡	28!	‡	8	41	23!	‡	24!
Southeast	18	39	7!	50	‡	4	62	‡	‡	‡	6	41	‡	35!	‡
Central	23	34	5!	57	‡	7	41	‡	31!	‡	7	45	17!	18!	20!
West	17	38	14	40	9!	9	35	21!	25	19!	11	33	23	26	19!
Percent minority enrollment[1]															
Less than 6 percent	20	46	‡	43	‡	6	74	‡	‡	‡	9	52	31!	‡	‡
6 to 20 percent	23	36	6!	53	‡	6	35!	‡	28!	28!	8	47	‡	19!	25!
21 to 49 percent	17	42	9!	48	‡	5	‡	‡	46	‡	8	23!	22!	35!	20!
50 percent or more	18	36	13	41	9!	8	44	22!	21!	13!	9	36	25	25	14!
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	22	33	6!	55	7!	6	27!	15!	38	20!	9	38	14!	32	16!
35 to 49 percent	18	45	‡	46	‡	5	58	‡	‡	‡	9	37!	20!	18!	25!
50 to 74 percent	17	40	8!	49	‡	6	37!	21!	33!	‡	8	46	23!	21!	‡
75 percent or more	18	42	17!	30	11!	8	51	‡	17!	16!	10	31	29!	19!	20!

See notes at end of table.

Table 8. Percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Windows, doors					Interior finishes, trim					Plumbing/lavatories				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**15**	**30**	**43**	**17**	**10**	**12**	**19**	**20**	**44**	**17**	**13**	**25**	**35**	**26**	**13**
School instructional level															
Elementary	13	29	41	19	11	11	17	17	48	18	12	25	32	28	14
Secondary	21	31	45	14	10!	13	27	24	31	19!	17	21	41	25	13!
Combined	21!	40!	60	#	#	25	‡	33!	49!	#	28	46!	44!	‡	#
School enrollment size															
Less than 300	18	20!	56	12!	12!	9	‡	30!	33!	31!	10	26!	40	18!	16!
300 to 599	16	38	35	18	8!	13	22	19	44	14!	15	27	40	23	10!
600 or more	13	29	40	21	10!	12	21	16	49	14	13	22	26	36	16
Community type															
City	15	24	34	31	11!	13	19	18	45	18!	15	29	27	34	10!
Suburban	14	30	36	21	13!	13	20!	17!	46	18!	13	22	33	22	24
Town	18	40	43	‡	14!	12	32!	33!	30!	‡	16	26!	49	19!	‡
Rural	16	31	54	10!	‡	11	13!	19!	47	22	11	24	39	27	10!
Region															
Northeast	18	34	42	16!	‡	11	17!	18!	41	24!	11	28!	26	21!	25!
Southeast	12	37	40	19!	‡	13	23!	16!	54	‡	12	32	36	29	‡
Central	16	27	50	14!	8!	10	21!	11!	41	27	13	25!	38	27	11!
West	16	27	38	19	15!	12	17	29	39	15!	15	21	37	27	15
Percent minority enrollment[1]															
Less than 6 percent	21	37	51	‡	‡	12	25!	18!	27!	29!	11	45	31!	‡	‡
6 to 20 percent	15	32	47	8!	13!	8	21!	‡	43	27!	12	24!	31	28	18!
21 to 49 percent	13	20!	45	28	‡	12	13!	16!	59	‡	13	18!	42	25	16!
50 percent or more	15	32	35	21	12!	14	20	27	40	13	15	25	36	29	10!
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	15	28	39	20	13!	14	17!	14!	50	19!	13	26	24	29	22
35 to 49 percent	15	27	52	12!	‡	9	16!	‡	44	26!	13	29	29	25!	16!
50 to 74 percent	15	37	46	13!	‡	11	27	20	39	13!	13	27	47	23	‡
75 percent or more	16	30	36	22!	12!	12	16!	31	39	14!	13	20!	42	28	10!

See notes at end of table.

Table 8. Percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Heating system					Air conditioning system					Ventilation/filtration system				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**16**	**26**	**41**	**27**	**6**	**16**	**28**	**44**	**23**	**5**	**11**	**31**	**38**	**23**	**8**
School instructional level															
Elementary	14	23	34	35	8!	14	26	39	29	6!	10	30	30	29	10!
Secondary	21	31	54	13!	‡	22	34	52	11!	4!	15	32	55	8!	5!
Combined	29	33!	54	‡	#	17!	‡	57!	‡	#	13!	‡	41!	‡	#
School enrollment size															
Less than 300	16	23	54	18!	‡	16	34	48	‡	‡	9	23!	55	‡	‡
300 to 599	17	32	33	28	7!	17	34	42	22	‡	12	40	28	24	9!
600 or more	14	19	43	32	6!	16	19	43	31	7!	11	22	43	28	7!
Community type															
City	15	24	34	35	‡	18	25	44	26	‡	11	30	39	19!	‡
Suburban	17	24	37	31	8!	16	29	43	21	8!	11	26	39	24	11!
Town	15	32	38	23!	‡	14	31!	39	27!	‡	11	37!	28!	32!	‡
Rural	16	27	51	20	‡	16	30	46	20	‡	11	33	41	22	‡
Region															
Northeast	18	20	50	23!	‡	14	24!	55	‡	‡	13	31	40	16!	‡
Southeast	14	28	35	34	‡	15	36	36	25	‡	12	32	37	26	‡
Central	16	31	42	24	‡	16	30	51	19!	#	10	38	37	18!	‡
West	16	24	39	28	9!	17	24	40	28	8!	11	24	38	28	9!
Percent minority enrollment[1]															
Less than 6 percent	18	45	52	‡	‡	18	47	39	‡	‡	14	62	34!	‡	‡
6 to 20 percent	15	26	31	36	‡	14	22	40	37	‡	12	29	32	30	‡
21 to 49 percent	16	9!	49	35	‡	15	25	53	16!	‡	10	15!	52	25!	‡
50 percent or more	16	29	38	26	7!	17	28	42	25	5!	10	28	37	25	10!
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	18	23	31	38	8!	14	28	36	31	‡	13	27	33	30	‡
35 to 49 percent	15	31	38	30	‡	18	31	44	19!	‡	11	37	36	25!	‡
50 to 74 percent	16	23	53	20	‡	17	22	54	23	‡	11	26	49	22!	‡
75 percent or more	15	30	45	17!	‡	16	34	40	16!	10!	9	38	35	‡	18!

See notes at end of table.

Table 8. Percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Electrical system					Interior lighting					Exterior lighting				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**9**	**28**	**37**	**22**	**13**	**13**	**12**	**70**	**9**	**9**	**10**	**19**	**56**	**14**	**11**
School instructional level															
Elementary	9	28	31	26	15	13	13	68	10	10!	9	20	53	15	12!
Secondary	10	27	51	11!	11!	13	11!	74	6!	‡	10	19!	62	10!	‡
Combined	17!	‡	52!	‡	#	18!	‡	73	‡	#	18!	‡	73	‡	#
School enrollment size															
Less than 300	10	25!	43	‡	19!	12	‡	77	‡	‡	8	‡	57	‡	‡
300 to 599	10	30	31	26	12!	15	17	67	8!	8!	11	26	51	13!	10!
600 or more	9	27	41	22	10!	11	9!	69	13	9!	9	10!	64	17	9!
Community type															
City	11	31	29	33	‡	14	12!	66	13!	‡	9	12!	50	27!	‡
Suburban	10	32	35	16!	17!	14	12!	67	8!	13!	10	14!	67	‡	14!
Town	9	25!	42!	19!	‡	10	22!	62	‡	‡	9	39!	47	‡	‡
Rural	8	21!	45	18!	15!	12	‡	78	8!	‡	10	22!	56	15!	‡
Region															
Northeast	9	21!	61	‡	‡	16	13!	66	‡	‡	10	‡	49	14!	‡
Southeast	9	36	20!	32	‡	12	17!	64	15!	‡	9	22!	54	20!	‡
Central	7	40	28!	18!	‡	11	‡	79	‡	‡	9	‡	67	‡	‡
West	11	19	41	24	16!	13	12!	70	9!	10!	11	24	54	11!	11!
Percent minority enrollment[1]															
Less than 6 percent	10	35!	48	‡	‡	16	18!	73	‡	‡	8	‡	46!	‡	‡
6 to 20 percent	8	21!	24!	34!	22!	10	‡	66	‡	16!	10	19!	51	16!	‡
21 to 49 percent	9	26!	51	20!	‡	14	‡	78	8!	‡	10	16!	61	15!	‡
50 percent or more	10	30	33	22	15!	13	15	65	13!	7!	10	18!	60	15!	7!
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	11	23	37	32	‡	15	11!	65	13!	10!	12	13!	57	17!	13!
35 to 49 percent	8	46	29!	‡	‡	10	‡	78	‡	‡	8	‡	66	‡	‡
50 to 74 percent	8	24!	42	23!	‡	13	13!	78	7!	‡	7	29!	48	17!	‡
75 percent or more	10	28!	38	15!	19!	12	19!	60	‡	11!	10	21!	56	‡	‡

See notes at end of table.

Table 8. Percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Energy management system					Life safety features[2]					Security systems				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**14**	**14**	**65**	**14**	**7**	**12**	**24**	**37**	**21**	**19**	**21**	**22**	**46**	**9**	**22**
School instructional level															
Elementary	13	13	64	16	7!	11	23	34	22	21	20	22	44	10	25
Secondary	16	15	66	9!	9!	12	23	41	19	16!	20	25	50	10!	15
Combined	34	‡	68	‡	#	16!	‡	60!	‡	#	32	‡	67	#	‡
School enrollment size															
Less than 300	12	#	79	‡	‡	8	‡	36!	‡	39!	23	22	47	‡	29
300 to 599	17	19	60	14	6!	14	31	36	20	14!	21	26	40	10!	24
600 or more	13	13	65	15	8!	11	18	38	28	16	19	18	53	14	14
Community type															
City	13	19!	59	13!	‡	11	22!	42	24!	‡	16	19!	43	14!	24
Suburban	14	‡	63	16!	12!	13	30	33	19!	19!	19	16	53	8!	22
Town	17	21!	64	13!	‡	16	21!	40	24!	16!	24	33	51	‡	9!
Rural	15	11!	71	14!	‡	10	21!	35	18!	26!	24	24	41	9!	26
Region															
Northeast	17	‡	66	20!	‡	10	31!	38	‡	22!	18	17!	40	9!	33
Southeast	14	23!	56	18!	‡	10	30	32	27!	‡	18	28	38	14!	20
Central	14	15!	66	13!	‡	12	21!	27	25	27	26	28	43	8!	20
West	14	8!	70	9!	13!	13	20	46	19	16	19	15	57	8!	20
Percent minority enrollment[1]															
Less than 6 percent	14	31!	56	‡	‡	12	35!	35!	‡	‡	28	29	37	‡	30
6 to 20 percent	18	12!	62	18!	‡	13	29	32	15!	24!	23	28	44	11!	17!
21 to 49 percent	13	‡	62	18!	‡	11	26!	37	16!	21!	22	18	48	11	23
50 percent or more	13	11!	73	9!	7!	11	15	41	29	14!	16	16	51	10!	23
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	17	16	58	20	‡	13	26	31	23	19!	23	17	48	13	21
35 to 49 percent	12	‡	68	15!	‡	12	36	29	17!	19!	19	33	36	‡	25
50 to 74 percent	14	16!	72	8!	‡	11	20!	41	20!	19!	21	22	48	7!	22
75 percent or more	14	11!	67	‡	11!	9	12!	51	20!	17!	17	21	48	‡	22

See notes at end of table.

Table 8. Percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Internal communication systems					Technology infrastructure				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**14**	**24**	**43**	**21**	**13**	**20**	**17**	**51**	**21**	**11**
School instructional level										
Elementary	13	21	39	25	15	19	16	46	25	13
Secondary	16	28	49	12!	11!	23	19	59	14	8!
Combined	23!	37!	63	#	#	33	‡	71	‡	#
School enrollment size										
Less than 300	17	24	41	13!	22!	25	25	43	22	10!
300 to 599	14	27	40	26	7!	20	17	50	22	11!
600 or more	12	18	49	21	12!	18	10	59	20	12
Community type										
City	13	24	41	21	14!	17	16!	53	21	9!
Suburban	13	19!	50	15!	16!	20	11!	51	21	17
Town	16	17!	42	34	‡	23	16!	65	10!	‡
Rural	14	30	39	19!	12!	21	22	44	26	8!
Region										
Northeast	11	31!	35	‡	‡	17	20!	45	15!	20!
Southeast	12	26!	35	32	‡	18	22	47	22	9!
Central	16	31	40	16!	14!	24	19	45	27	9!
West	15	14!	52	20	14!	20	11	60	19	10!
Percent minority enrollment[1]										
Less than 6 percent	19	34	35!	‡	‡	22	35	32	17!	‡
6 to 20 percent	12	19!	44	24!	14!	22	15!	46	30	9!
21 to 49 percent	14	19!	49	14!	18!	19	12!	63	15	10!
50 percent or more	14	24	42	24	9!	19	15	54	20	11
Percent of students eligible for free or reduced-priced lunch										
Less than 35 percent	15	21	43	25	12!	23	14	44	28	13
35 to 49 percent	12	31	47	‡	‡	20	17!	53	19!	11!
50 to 74 percent	14	23	39	22	16!	18	16	59	19	6!
75 percent or more	14	24	44	19!	13!	19	23	51	15!	12!

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

[1] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

[2] "Life safety features" includes sprinklers, fire alarms, and smoke detectors.

NOTE: Based on schools with that building system/feature. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 9. Percent of public schools with inspection and evaluation performed by qualified professionals within the last 5 years, and the percent of public schools in which various steps had been taken within the last 5 years to improve energy efficiency at the school, by school characteristics: 2012–13

School characteristic	Inspection and evaluation performed by qualified professionals			Steps to improve energy efficiency						
	Inspection of the condition of the physical features of the facility	Evaluation of energy use	Evaluation of indoor environ-mental hazards	Replaced lighting fixtures, lighting ballasts, or bulbs	Installed motion sensors for lighting	Upgraded insulation, outer walls, and/or siding (building envelopes)	Replaced windows and/or doors	Installed or upgraded a reflective roof coating	Installed more efficient HVAC systems	Installed or upgraded an energy management system
All public schools	**83**	**72**	**80**	**65**	**35**	**14**	**25**	**19**	**31**	**34**
School instructional level										
Elementary	82	71	80	64	32	12	23	18	28	33
Secondary	86	75	83	68	41	16	29	21	39	39
Combined	84	74	77	77	57	31	43	21	39	27
School enrollment size										
Less than 300	81	63	76	67	33	14	28	17	27	25
300 to 599	83	73	80	66	35	14	27	21	31	35
600 or more	85	76	84	63	37	13	21	17	34	40
Community type										
City	87	71	83	62	35	15	27	19	29	36
Suburban	85	75	82	65	38	12	22	16	28	35
Town	82	68	78	65	32	13	27	26	36	40
Rural	79	71	78	68	34	14	26	18	33	30
Region										
Northeast	85	79	87	67	45	20	37	18	30	36
Southeast	83	70	78	50	26	10	17	16	31	28
Central	87	74	83	73	39	14	33	22	32	39
West	79	67	77	68	32	13	19	18	31	34
Percent minority enrollment[1]										
Less than 6 percent	84	71	83	66	36	17	35	24	36	35
6 to 20 percent	84	76	83	75	41	17	29	17	32	37
21 to 49 percent	83	77	80	63	37	12	23	18	32	34
50 percent or more	82	66	78	60	29	11	21	18	29	32
Percent of students eligible for free or reduced-priced lunch										
Less than 35 percent	84	75	84	70	43	15	28	18	31	36
35 to 49 percent	86	76	78	68	34	14	24	20	30	32
50 to 74 percent	80	69	80	63	31	12	23	19	34	35
75 percent or more	82	67	78	59	29	13	25	19	29	32

[1] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 10. Among public schools, years since original construction of the main instructional building, years since the most recent major renovation of the main instructional building, years since the last major building replacement or addition at the school, functional age of the main instructional building, and the percentage distribution of public schools according to the functional age of the main instructional building, by school characteristics: 2012–13

School characteristic	Years since construction of the main instructional building	Years since most recent major renovation of the main instructional building	Years since last major building replacement or addition	Functional age of the main instructional building	Functional age of the main instructional building			
					Less than 5 years old	5–14 years old	15–34 years old	35 or more years old
All public schools	**44**	**12**	**16**	**19**	**21**	**38**	**23**	**18**
School instructional level								
Elementary	45	12	17	19	19	37	25	19
Secondary	43	11	14	17	25	39	17	18
Combined	50	12	12	18	27	34	28	11!
School enrollment size								
Less than 300	49	13	19	23	19	31	24	25
300 to 599	47	12	18	20	21	37	23	20
600 or more	38	10	12	15	22	43	24	11
Community type								
City	50	11	18	21	24	33	20	22
Suburban	43	11	15	18	23	39	20	19
Town	48	14	18	19	19	37	27	17
Rural	40	12	14	18	17	40	28	15
Region								
Northeast	54	10	19	22	23	31	20	25
Southeast	36	11	14	17	22	40	22	16
Central	49	13	19	19	22	35	24	19
West	41	12	14	19	18	41	25	16
Percent minority enrollment[1]								
Less than 6 percent	50	12	20	21	21	33	22	24
6 to 20 percent	44	13	16	19	21	34	27	18
21 to 49 percent	41	12	14	17	19	42	26	13
50 percent or more	45	10	15	20	22	39	20	20
Percent of students eligible for free or reduced-priced lunch								
Less than 35 percent	42	11	17	17	20	40	25	15
35 to 49 percent	46	12	16	20	23	34	22	21
50 to 74 percent	43	12	15	19	18	39	25	17
75 percent or more	48	11	16	20	24	35	20	21

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

[1] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Functional age is defined as the age of the school based on the year of the most recent major renovation or the year of construction of the main instructional building if no renovation has occurred. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

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Appendix A

Standard Error Tables

Table 1a. Standard errors for the percent of public schools with permanent and portable (temporary) buildings, and among those schools, the percentage distribution with various ratings of the overall condition of each building type, by school characteristics: 2012–13

School characteristic	Permanent buildings					Portable (temporary) buildings				
	Schools with permanent buildings	Overall condition				Schools with portable (temporary) buildings	Overall condition			
		Excellent	Good	Fair	Poor		Excellent	Good	Fair	Poor
All public schools	**0.2**	**1.1**	**1.4**	**1.0**	**0.5**	**1.4**	**1.1**	**2.8**	**2.4**	**1.4**
School instructional level										
Elementary	0.3	1.4	1.7	1.3	0.6	1.8	1.4	3.2	2.9	1.7
Secondary	0.3	1.5	2.2	2.0	0.7	2.0	1.5	4.4	4.8	2.3
Combined	#	5.5	7.0	7.4	†	6.8	†	14.2	†	†
School enrollment size										
Less than 300	1.0	2.4	3.7	3.1	1.5	2.7	†	7.3	6.9	5.1
300 to 599	0.1	1.7	2.3	1.8	0.8	2.2	2.1	5.1	4.6	2.8
600 or more	#	1.6	1.8	1.5	0.3	2.1	1.6	3.1	3.1	1.4
Community type										
City	0.7	2.0	2.6	2.3	1.3	2.8	1.8	4.2	4.1	2.6
Suburban	0.4	2.2	2.6	2.1	†	2.2	1.8	4.9	4.8	2.0
Town	0.6	3.3	3.8	3.2	†	3.6	4.7	7.7	7.5	4.1
Rural	0.3	1.8	2.5	2.0	0.8	2.1	2.3	5.0	4.8	3.5
Region										
Northeast	#	2.2	3.3	2.8	1.3	2.0	†	9.5	7.3	†
Southeast	0.7	2.3	3.1	2.2	1.0	2.8	†	5.3	4.9	3.2
Central	#	2.1	2.7	2.6	0.8	2.1	†	8.7	10.6	†
West	0.6	1.9	2.5	1.9	0.9	2.5	1.5	3.3	3.0	1.7
Percent minority enrollment										
Less than 6 percent	#	3.1	4.1	3.7	†	2.9	†	12.5	11.9	10.7
6 to 20 percent	0.5	2.1	2.7	1.9	0.9	2.2	†	6.7	7.1	4.5
21 to 49 percent	#	2.3	2.8	2.1	†	2.7	2.3	5.2	4.9	2.7
50 percent or more	0.6	1.7	2.3	2.1	0.9	2.3	1.4	3.4	3.2	1.7
Percent of students eligible for free or reduced-priced lunch										
Less than 35 percent	0.4	2.0	2.3	1.9	0.8	2.0	2.7	4.8	4.1	3.2
35 to 49 percent	0.6	2.3	3.5	2.5	0.9	2.9	3.0	6.1	5.9	†
50 to 74 percent	#	2.1	2.7	2.0	1.0	2.2	1.9	4.4	4.2	3.2
75 percent or more	0.8	2.0	3.2	2.7	1.3	3.4	2.0	5.0	4.6	3.0

Rounds to zero.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 2a. Standard errors for the percent of public schools with permanent buildings with the condition of building systems/features in their permanent buildings rated as fair or poor, by school characteristics: 2012–13

School characteristic	Roofs	Framing, floors, foundations	Exterior walls, finishes	Windows, doors	Interior finishes, trim	Plumbing/ lavatories	Heating system	Air conditioning system	Ventilation/ filtration system	Electrical system	Interior lighting	Exterior lighting	Energy management system	Life safety features	Security systems	Internal communication systems	Technology infrastructure
All public schools	**1.1**	**1.1**	**1.1**	**1.3**	**1.3**	**1.2**	**1.2**	**1.3**	**1.3**	**1.2**	**1.1**	**1.3**	**1.4**	**1.2**	**1.2**	**1.3**	**1.2**
School instructional level																	
Elementary	1.4	1.3	1.3	1.6	1.5	1.6	1.5	1.6	1.6	1.4	1.4	1.6	1.7	1.4	1.6	1.6	1.5
Secondary	2.0	1.8	2.1	2.5	2.1	2.5	2.4	2.4	2.3	2.2	1.8	2.2	2.6	2.1	2.3	2.4	2.0
Combined	6.8	7.2	7.2	8.1	7.0	8.0	6.5	7.1	8.4	7.0	7.0	7.2	8.2	6.8	7.4	6.6	6.2
School enrollment size																	
Less than 300	2.9	2.8	3.0	3.5	3.2	3.4	3.3	3.3	3.2	3.0	2.9	3.5	4.0	3.2	3.4	3.2	3.3
300 to 599	1.9	2.0	1.7	2.2	2.2	2.2	2.2	2.5	2.3	2.0	2.0	2.1	2.3	1.8	2.0	2.1	1.9
600 or more	1.7	1.3	1.6	2.0	1.6	1.8	1.7	1.9	1.9	1.6	1.5	1.8	1.9	1.5	1.7	1.7	1.6
Community type																	
City	2.4	2.1	2.2	2.6	2.8	2.4	2.3	2.5	2.6	2.3	2.5	2.7	2.7	2.3	2.7	2.6	2.3
Suburban	2.4	1.6	1.9	2.4	2.1	2.5	2.4	2.7	2.4	2.3	2.1	2.2	2.2	1.9	2.4	2.2	2.0
Town	3.5	2.9	2.9	3.9	3.3	3.6	3.3	3.5	3.9	2.8	3.4	3.9	3.8	3.0	3.8	3.4	2.8
Rural	2.0	1.9	2.1	2.4	2.1	2.4	2.5	2.6	2.3	2.0	1.9	2.3	2.9	2.3	2.4	2.3	2.2
Region																	
Northeast	3.0	2.6	2.6	2.8	2.8	2.8	2.7	3.2	3.1	2.9	2.8	3.0	3.5	2.8	2.8	3.4	3.0
Southeast	2.5	2.3	2.2	2.7	2.5	2.7	2.8	3.0	2.8	2.5	2.5	2.6	2.9	2.4	2.2	2.2	2.4
Central	2.6	2.1	2.3	2.8	2.3	2.8	2.9	2.8	2.7	2.4	2.2	2.8	2.7	2.2	3.0	2.8	2.5
West	2.1	1.8	2.2	2.5	2.4	2.6	2.4	2.2	2.3	2.3	1.9	2.0	2.3	2.3	2.3	2.3	2.3
Percent minority enrollment																	
Less than 6 percent	3.4	3.7	3.4	4.0	3.3	4.1	4.3	4.3	3.8	4.1	3.6	4.3	4.4	3.4	4.3	3.9	3.2
6 to 20 percent	2.3	1.9	2.2	2.8	2.5	2.8	2.6	3.1	2.4	2.5	2.1	2.6	2.8	2.1	2.6	2.5	2.4
21 to 49 percent	2.4	1.8	1.8	2.5	2.2	2.5	2.1	2.6	2.4	2.3	2.3	2.5	2.6	2.2	2.6	2.5	1.9
50 percent or more	1.8	1.5	1.9	2.3	2.1	1.8	2.0	2.0	2.0	1.7	1.9	2.1	2.3	2.0	2.1	2.2	1.9
Percent of students eligible for free or reduced-priced lunch																	
Less than 35 percent	2.0	1.6	1.9	2.2	2.2	2.4	2.3	2.5	2.4	2.6	2.2	2.4	2.2	2.1	2.2	2.5	2.2
35 to 49 percent	2.9	2.2	1.9	3.2	2.5	3.1	3.0	3.2	3.0	2.8	2.2	3.0	3.3	2.5	3.3	2.7	2.5
50 to 74 percent	2.5	2.1	2.2	2.6	2.6	2.8	2.6	3.1	2.6	2.2	2.2	2.4	3.0	2.3	2.6	2.8	2.5
75 percent or more	2.8	2.4	2.6	3.1	3.3	2.8	3.1	3.1	3.0	2.7	2.5	2.9	3.3	2.9	2.7	3.0	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 3a. Standard errors for the percent of public schools with portable (temporary) buildings with the condition of building systems/features in their portable (temporary) buildings rated as fair or poor, by school characteristics: 2012–13

School characteristic	Roofs	Framing, floors, foundations	Exterior walls, finishes	Windows, doors	Interior finishes, trim	Plumbing/ lavatories	Heating system	Air conditioning system	Ventilation/ filtration system	Electrical system	Interior lighting	Exterior lighting	Energy management system	Life safety features	Security systems	Internal communication systems	Technology infrastructure
All public schools	**2.5**	**2.5**	**2.6**	**2.7**	**2.5**	**3.1**	**2.6**	**2.7**	**2.7**	**2.3**	**2.3**	**2.7**	**3.0**	**2.7**	**2.9**	**2.8**	**2.7**
School instructional level																	
Elementary	3.1	2.9	3.0	3.1	2.9	3.8	3.0	3.1	3.2	2.7	2.6	2.9	3.8	3.1	3.7	3.2	3.3
Secondary	4.2	5.0	4.3	4.5	4.5	5.5	4.8	4.6	4.9	4.3	4.1	5.1	5.5	4.1	5.5	4.5	4.8
Combined	†	†	†	†	12.4	†	†	†	†	†	†	14.3	12.2	15.5	15.3	†	†
School enrollment size																	
Less than 300	7.6	7.1	7.6	7.5	7.1	9.3	7.8	8.5	8.3	7.4	7.4	7.3	8.2	9.1	8.1	8.1	8.1
300 to 599	4.5	4.5	4.6	4.6	4.9	5.9	4.6	4.5	4.3	4.4	4.4	4.8	5.8	4.2	5.5	4.9	4.7
600 or more	3.0	3.0	3.1	3.1	3.1	3.9	3.2	3.3	3.2	2.4	2.7	3.6	3.7	3.2	3.6	3.3	2.7
Community type																	
City	4.4	4.4	4.3	4.4	4.2	4.6	4.1	4.4	4.4	4.4	4.3	4.9	5.1	3.9	4.6	4.1	4.6
Suburban	4.2	4.1	4.3	4.4	4.4	5.5	4.4	4.5	4.6	4.1	4.2	4.2	5.0	3.7	4.6	4.3	3.9
Town	7.8	7.9	7.3	7.8	7.2	9.2	7.0	7.7	8.2	6.1	6.3	8.0	11.0	7.4	9.7	7.7	7.4
Rural	4.9	4.9	5.4	5.2	5.2	6.3	4.9	5.2	5.2	5.0	5.0	5.7	5.7	5.4	5.7	5.7	5.4
Region																	
Northeast	9.2	9.6	9.7	9.5	9.1	15.9	10.1	9.9	10.9	10.0	10.2	10.4	12.3	10.6	11.7	10.6	10.3
Southeast	4.6	5.2	5.2	5.3	5.0	6.1	5.1	5.2	5.4	5.2	4.9	5.4	6.2	5.1	5.9	4.9	5.8
Central	10.0	9.2	11.1	9.3	10.1	10.5	9.7	10.0	9.1	9.4	9.0	9.6	13.9	8.2	14.9	10.2	11.2
West	2.8	3.0	2.9	3.3	3.2	4.0	2.8	3.1	3.1	2.6	2.9	3.5	3.7	3.4	3.4	3.5	3.2
Percent minority enrollment																	
Less than 6 percent	13.1	13.4	12.8	9.7	14.2	20.5	13.7	13.7	14.5	13.4	13.4	14.8	18.8	16.2	14.0	15.1	15.5
6 to 20 percent	6.7	6.7	6.9	7.0	6.3	8.6	6.1	6.9	7.4	6.4	6.5	7.6	8.9	7.2	8.4	7.8	8.4
21 to 49 percent	5.4	5.0	5.2	5.2	5.3	6.2	5.0	5.4	5.2	4.7	4.7	5.9	5.5	4.3	6.1	4.5	4.9
50 percent or more	3.3	3.3	2.9	3.4	3.0	3.9	3.0	3.1	3.3	2.8	2.9	3.3	3.9	3.4	3.4	3.4	3.0
Percent of students eligible for free or reduced-priced lunch																	
Less than 35 percent	4.7	4.8	4.9	4.7	4.8	6.2	4.8	4.9	5.0	4.5	4.7	5.1	5.6	4.8	6.1	5.2	4.5
35 to 49 percent	5.2	6.3	6.1	6.4	5.6	6.2	5.9	5.9	6.1	5.5	4.9	6.7	7.3	5.3	6.7	5.6	6.2
50 to 74 percent	4.8	4.4	4.7	4.7	4.6	5.7	4.6	4.8	4.7	4.4	4.6	5.3	5.4	4.7	5.5	4.8	5.0
75 percent or more	5.0	4.8	4.2	4.8	4.9	5.6	4.8	4.9	4.9	4.3	4.3	4.7	6.4	4.9	5.0	5.3	5.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 4a. Standard errors for the percent of public schools with the condition of outdoor features at the school rated as fair or poor, by school characteristics: 2012–13

School characteristic	School parking lots and roadways	Bus lanes and drop-off areas	School sidewalks and walkways	Outdoor play areas/ playgrounds	Outdoor athletic facilities	Covered walkways	Fencing
All public schools	**1.4**	**1.3**	**1.3**	**1.4**	**1.4**	**1.7**	**1.4**
School instructional level							
Elementary	1.7	1.6	1.6	1.6	1.9	2.0	1.6
Secondary	2.7	2.5	2.3	2.7	2.1	3.1	2.6
Combined	8.5	7.9	7.7	7.2	7.9	9.6	8.0
School enrollment size							
Less than 300	3.5	3.3	3.4	3.2	3.2	6.0	3.8
300 to 599	2.2	2.2	2.1	2.1	2.4	2.7	2.0
600 or more	1.9	1.7	1.8	1.9	1.7	2.2	1.9
Community type							
City	2.9	2.8	2.6	2.8	3.0	2.8	2.9
Suburban	2.4	2.5	2.2	2.3	2.6	2.8	2.3
Town	3.8	3.7	3.8	3.9	4.3	4.9	4.0
Rural	2.4	2.2	2.2	2.2	2.4	3.1	2.6
Region							
Northeast	3.5	3.3	3.0	2.8	3.2	5.1	3.3
Southeast	3.0	2.8	2.9	2.9	3.1	2.9	3.2
Central	2.7	2.9	2.8	3.0	3.2	5.0	3.2
West	2.3	2.4	2.3	2.3	2.8	2.6	2.1
Percent minority enrollment							
Less than 6 percent	4.9	4.5	4.0	3.8	4.4	8.0	4.6
6 to 20 percent	3.0	2.7	2.6	2.8	2.8	4.9	3.1
21 to 49 percent	2.7	2.6	2.5	2.4	2.9	3.2	2.8
50 percent or more	2.1	2.1	2.0	2.2	2.5	2.2	2.3
Percent of students eligible for free or reduced-priced lunch							
Less than 35 percent	2.4	2.5	2.4	2.3	2.5	3.4	2.6
35 to 49 percent	3.3	3.1	2.9	2.7	3.5	4.1	3.0
50 to 74 percent	2.6	2.6	2.4	2.7	2.7	2.8	2.7
75 percent or more	3.1	3.0	2.7	3.0	3.7	2.9	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 5a. Standard errors for the percent of public schools needing to spend money on repairs, renovations, and modernizations to put the school's onsite buildings in good overall condition, and among those schools, the percent with various sources of cost estimates, by school characteristics: 2012–13

School characteristic	Percent of schools reporting needing to spend	Source of cost estimate was: Facilities inspection(s)/ assessment(s) performed within the last 3 years by licensed professionals	Repair/ renovation/ modernization work already being performed and/or contracted for	Capital improvement/ facilities master plan, schedule, or budget	Best professional judgment	Opinions of other district or school administrators	Other sources
All public schools	**1.3**	**2.0**	**1.6**	**2.1**	**2.0**	**1.6**	**1.1**
School instructional level							
Elementary	1.7	2.5	1.8	2.7	2.5	1.9	1.5
Secondary	2.6	3.6	3.4	3.5	3.4	2.5	1.6
Combined	6.2	9.5	9.3	8.6	9.5	9.5	†
School enrollment size							
Less than 300	3.6	4.4	3.5	4.0	4.2	3.3	1.9
300 to 599	2.0	3.1	2.6	3.1	3.0	2.5	2.2
600 or more	2.0	2.9	2.4	2.8	2.8	2.2	1.9
Community type							
City	2.8	3.9	3.3	4.0	3.9	2.8	2.2
Suburban	2.6	3.7	3.1	3.6	3.7	3.2	2.9
Town	3.6	4.7	3.9	5.1	5.1	4.0	3.5
Rural	2.5	3.5	3.3	3.6	3.4	2.6	1.7
Region							
Northeast	3.0	4.9	3.9	4.7	5.1	4.1	3.5
Southeast	2.9	4.6	4.4	4.9	4.8	3.1	2.8
Central	3.2	4.4	3.0	4.4	4.2	3.3	2.4
West	2.2	2.8	2.4	2.8	3.0	2.8	2.1
Percent minority enrollment							
Less than 6 percent	4.4	6.3	5.4	6.4	6.0	3.6	†
6 to 20 percent	2.9	4.9	3.4	4.4	4.5	3.1	3.0
21 to 49 percent	2.3	3.8	3.7	4.3	4.0	3.4	2.3
50 percent or more	2.1	2.9	2.5	3.2	2.9	2.3	1.8
Percent of students eligible for free or reduced-priced lunch							
Less than 35 percent	2.5	3.4	2.8	3.4	3.7	2.3	2.8
35 to 49 percent	3.2	4.7	4.0	5.0	4.7	4.2	2.3
50 to 74 percent	2.5	3.3	3.4	3.7	3.6	3.2	1.8
75 percent or more	2.8	4.2	3.3	4.3	4.3	2.9	2.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 6a. Standard errors for the percent of public schools with permanent buildings and with portable buildings with satisfaction with the environmental factors in their permanent and portable buildings rated as unsatisfactory or very unsatisfactory, by school characteristics: 2012–13

School characteristic	Permanent buildings								Portable buildings							
	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Water quality	Acoustics or noise control	Artificial lighting	Natural lighting	Heating	Air conditioning	Ventilation	Indoor air quality	Water quality	Acoustics or noise control
All public schools	**0.9**	**1.1**	**0.9**	**1.1**	**1.2**	**0.8**	**0.6**	**1.0**	**1.8**	**2.5**	**1.8**	**2.2**	**2.2**	**2.0**	**1.7**	**2.5**
School instructional level																
Elementary	1.1	1.4	1.2	1.4	1.4	1.0	0.8	1.3	2.1	3.0	2.0	2.6	2.6	2.3	2.0	2.9
Secondary	1.4	1.7	2.1	2.3	1.8	1.4	1.1	1.5	3.3	4.3	3.5	3.3	3.9	3.0	3.1	4.1
Combined	†	5.3	6.2	6.7	7.3	5.0	6.4	6.2	†	†	†	†	†	†	†	†
School enrollment size																
Less than 300	2.1	2.6	2.5	3.0	2.9	2.4	1.9	2.6	5.3	6.5	6.4	6.9	6.7	6.1	6.0	7.1
300 to 599	1.6	1.7	1.7	2.1	1.9	1.4	1.0	1.7	3.6	4.4	3.3	4.3	4.1	3.8	3.0	4.6
600 or more	0.8	1.5	1.2	1.4	1.3	0.9	0.8	1.3	1.3	2.7	1.7	2.0	2.1	2.1	1.8	2.5
Community type																
City	1.6	2.2	2.1	2.5	2.0	1.8	1.5	2.1	2.9	4.2	2.9	3.6	3.7	3.6	2.7	3.6
Suburban	1.4	2.0	1.6	1.9	1.9	1.0	0.9	1.5	2.6	4.4	2.4	3.1	3.1	2.8	2.9	3.9
Town	2.1	3.2	2.4	3.2	3.2	2.2	1.6	3.0	5.7	8.0	5.7	5.3	6.7	5.5	6.7	7.1
Rural	1.4	1.9	1.7	2.0	2.1	1.7	1.3	2.0	4.0	4.4	4.0	4.3	4.4	4.2	4.6	4.6
Region																
Northeast	2.1	2.2	2.4	3.0	2.5	1.9	1.4	2.4	†	9.5	†	†	†	†	†	†
Southeast	2.3	2.4	1.9	2.3	2.2	1.9	1.1	2.0	4.4	4.6	3.7	4.3	4.5	4.5	3.9	4.6
Central	1.3	1.7	2.0	2.5	2.2	1.6	1.2	2.0	7.1	7.9	7.0	†	8.5	7.0	†	6.9
West	1.5	2.2	1.7	1.7	2.0	1.4	1.3	1.9	2.0	3.3	1.9	2.5	2.9	2.3	2.0	3.3
Percent minority enrollment																
Less than 6 percent	2.6	2.9	3.1	4.2	3.5	2.9	1.8	3.2	12.2	11.2	11.8	11.3	11.9	11.1	†	11.8
6 to 20 percent	1.8	2.3	2.1	2.3	2.3	1.6	1.3	2.1	†	7.3	5.1	5.6	7.3	4.7	†	5.8
21 to 49 percent	1.5	2.0	1.6	2.0	2.1	1.7	1.2	1.7	3.2	4.2	2.9	3.2	4.7	3.6	2.9	3.5
50 percent or more	1.3	1.7	1.5	1.8	1.7	1.3	1.1	1.6	1.9	3.1	2.1	2.7	2.6	2.3	2.3	3.2
Percent of students eligible for free or reduced-priced lunch																
Less than 35 percent	1.4	1.7	1.6	1.9	1.9	1.2	1.0	1.7	3.0	4.1	3.5	3.9	3.9	3.4	3.8	4.2
35 to 49 percent	1.8	2.7	2.4	2.7	2.6	2.1	1.5	2.4	3.5	4.9	3.5	4.1	5.7	4.4	†	4.2
50 to 74 percent	1.8	2.0	2.2	2.5	2.0	1.8	1.4	1.8	3.3	4.8	3.5	3.9	4.6	4.1	3.8	4.6
75 percent or more	1.9	2.6	2.3	2.7	2.7	1.9	1.4	2.3	3.3	4.5	3.1	3.7	4.0	3.6	3.8	4.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 7a. Standard errors for the percent of public schools with a written long-range educational facilities plan for the school, with repair, renovation, or modernization work currently being performed, and with construction projects planned for the school in the next 2 years, by school characteristics: 2012–13

School characteristic	School has long-range written facilities plan	Major repairs, renovations, or modernization work currently being performed	Construction projects planned	
			Build new permanent buildings/additions	Major repairs/renovations/ modernization of existing permanent buildings
All public schools	**1.5**	**1.0**	**0.8**	**1.3**
School instructional level				
Elementary	1.7	1.2	1.0	1.7
Secondary	2.6	1.9	1.3	2.4
Combined	7.5	6.7	6.3	7.5
School enrollment size				
Less than 300	3.6	2.2	2.1	3.1
300 to 599	2.3	1.5	1.3	2.3
600 or more	1.6	1.5	1.1	1.6
Community type				
City	2.9	2.1	1.5	2.7
Suburban	2.5	2.0	1.4	2.5
Town	3.3	3.1	2.3	3.6
Rural	2.5	1.7	1.4	2.2
Region				
Northeast	3.3	2.2	1.6	3.2
Southeast	2.7	1.7	1.7	2.9
Central	2.9	2.1	1.6	2.8
West	2.4	1.7	1.4	2.2
Percent minority enrollment				
Less than 6 percent	4.9	2.7	2.0	3.9
6 to 20 percent	2.8	2.1	1.7	2.4
21 to 49 percent	2.9	2.2	1.6	2.6
50 percent or more	2.2	1.6	1.3	2.2
Percent of students eligible for free or reduced-priced lunch				
Less than 35 percent	2.5	1.9	1.4	2.3
35 to 49 percent	3.7	2.3	1.8	3.2
50 to 74 percent	2.4	1.9	1.4	2.3
75 percent or more	3.4	2.3	1.7	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 8a. Standard errors for the percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13

School characteristic	Roofs					Framing, floors, foundations					Exterior walls, finishes				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**1.1**	**3.1**	**1.7**	**3.1**	**1.5**	**0.7**	**4.9**	**3.8**	**4.5**	**3.9**	**0.7**	**4.5**	**3.6**	**3.7**	**3.9**
School instructional level															
Elementary	1.3	3.9	2.1	4.2	2.2	0.9	6.2	4.7	6.0	5.7	0.9	5.6	4.5	5.1	5.2
Secondary	1.8	4.4	2.6	4.7	1.7	1.4	7.1	6.6	6.9	7.1	1.3	7.5	7.1	4.9	5.9
Combined	6.8	14.2	15.1	12.3	†	6.8	19.9	18.9	†	†	6.0	†	†	†	†
School enrollment size															
Less than 300	2.6	6.9	5.1	7.4	†	1.6	12.5	13.4	†	†	1.8	9.5	11.5	9.5	9.8
300 to 599	1.8	4.8	2.1	5.1	2.2	1.3	8.7	4.9	8.1	5.0	1.2	7.3	5.1	6.1	5.9
600 or more	1.5	4.3	2.5	4.0	1.9	0.9	8.1	4.7	6.8	5.8	1.1	6.4	4.3	5.0	5.7
Community type															
City	2.1	6.0	2.9	5.9	3.7	1.2	9.4	8.9	7.5	7.4	1.5	7.1	7.0	7.7	7.3
Suburban	2.0	5.6	3.0	5.3	†	1.3	9.9	6.8	9.4	9.1	1.3	9.5	6.6	7.7	8.1
Town	3.0	10.0	†	9.0	†	2.0	15.6	9.6	†	†	1.9	11.8	7.3	†	11.5
Rural	1.9	5.3	4.1	5.8	†	1.1	11.6	†	10.6	†	1.3	8.9	8.5	8.1	6.6
Region															
Northeast	2.5	7.7	4.5	6.8	†	1.4	13.4	†	13.0	†	1.6	11.7	8.9	†	11.1
Southeast	2.3	7.1	3.6	7.3	†	0.9	14.4	†	†	†	1.3	12.0	†	12.5	†
Central	2.4	4.6	2.1	5.0	†	1.5	11.0	†	10.8	†	1.4	10.3	7.1	7.7	8.8
West	1.8	7.1	4.1	6.2	3.4	1.3	7.2	7.0	6.8	6.4	1.5	7.0	6.8	6.3	6.1
Percent minority enrollment															
Less than 6 percent	3.2	10.1	†	10.1	†	1.9	14.2	†	†	†	2.1	14.7	12.3	†	†
6 to 20 percent	2.1	5.7	2.3	6.1	†	1.5	10.8	†	10.8	12.6	1.5	10.1	†	8.0	9.2
21 to 49 percent	1.9	6.9	3.9	6.4	†	1.3	†	†	12.6	†	1.5	9.4	9.5	10.9	10.0
50 percent or more	1.7	5.7	3.5	5.6	3.5	1.2	8.0	6.7	6.6	5.2	1.2	6.6	5.8	6.1	5.3
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	1.8	4.5	2.2	5.0	2.9	1.1	8.1	6.7	9.7	8.9	1.3	8.1	5.4	8.1	7.4
35 to 49 percent	2.4	7.5	†	7.6	†	1.3	12.6	†	†	†	1.7	11.4	7.7	8.8	10.5
50 to 74 percent	2.0	5.8	3.2	5.4	†	1.4	11.3	9.0	11.0	†	1.3	10.5	9.3	7.6	†
75 percent or more	2.3	7.1	5.4	6.5	4.9	1.6	9.8	†	7.5	7.5	1.8	8.8	8.8	8.0	8.3

See notes at end of table.

Table 8a. Standard errors for the percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Windows, doors					Interior finishes, trim					Plumbing/lavatories				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**0.9**	**3.4**	**3.9**	**2.6**	**2.3**	**0.8**	**3.1**	**3.2**	**3.9**	**3.0**	**1.0**	**3.7**	**3.8**	**3.1**	**2.5**
School instructional level															
Elementary	1.1	4.5	4.7	3.4	2.9	1.0	3.7	3.7	5.1	4.0	1.2	4.6	4.7	4.4	3.5
Secondary	2.1	4.8	6.1	3.8	3.3	1.5	5.3	6.2	5.1	5.7	1.8	3.8	5.9	5.0	4.1
Combined	6.7	16.8	16.8	†	†	6.8	†	16.4	15.3	†	7.2	16.6	15.0	†	†
School enrollment size															
Less than 300	2.4	6.6	8.4	5.3	5.2	1.9	†	9.6	10.4	10.5	1.8	10.9	10.2	7.6	7.9
300 to 599	1.5	5.3	5.5	4.5	3.1	1.3	5.1	4.4	6.4	4.7	1.6	5.3	5.7	5.1	3.7
600 or more	1.3	5.2	5.5	4.2	3.5	1.2	5.0	4.2	5.5	3.8	1.3	4.0	4.7	4.9	4.0
Community type															
City	2.1	5.4	6.7	6.7	5.1	1.7	5.5	5.4	7.6	6.5	2.0	7.0	6.4	6.7	4.5
Suburban	1.8	7.0	7.2	5.8	4.8	1.6	6.1	5.2	6.9	5.7	1.9	6.1	6.9	4.8	5.6
Town	2.7	9.6	9.8	†	6.3	2.3	11.5	10.9	10.8	†	2.4	7.9	9.6	7.7	†
Rural	1.8	6.3	7.1	3.9	†	1.3	5.7	6.2	7.7	6.2	1.5	7.2	7.7	6.5	4.8
Region															
Northeast	2.5	8.3	8.2	5.8	†	1.9	7.9	6.5	9.9	9.8	2.0	9.8	7.7	6.8	9.3
Southeast	1.7	8.4	8.5	6.7	†	2.0	6.9	6.1	9.4	†	1.9	8.3	7.8	7.8	†
Central	2.1	6.0	7.8	4.8	3.7	1.7	6.7	4.8	7.9	7.1	1.9	7.9	8.3	6.7	4.7
West	1.7	6.3	6.6	4.5	4.6	1.4	4.7	6.8	6.6	5.5	1.5	4.8	5.7	4.7	4.1
Percent minority enrollment															
Less than 6 percent	3.2	8.5	8.5	†	†	2.5	12.2	8.5	11.0	11.3	2.4	12.6	10.2	†	†
6 to 20 percent	2.1	7.6	8.9	3.7	5.3	1.5	7.8	†	9.5	9.4	1.7	7.9	7.7	7.0	7.0
21 to 49 percent	2.1	7.2	8.4	7.2	†	1.9	5.8	5.5	7.7	†	1.9	6.0	8.1	6.3	6.2
50 percent or more	1.5	5.0	5.7	4.7	3.8	1.4	4.7	5.2	6.3	3.8	1.7	5.1	5.5	4.8	3.2
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	1.8	6.2	6.9	4.9	4.8	1.6	5.4	4.8	6.9	5.9	1.8	7.4	5.7	5.8	5.5
35 to 49 percent	2.2	7.7	9.2	5.5	†	1.7	6.2	†	9.0	8.4	2.0	8.6	8.0	7.6	6.6
50 to 74 percent	1.9	7.5	7.3	4.4	†	1.7	7.0	5.7	7.8	5.8	1.7	6.1	7.6	6.3	†
75 percent or more	2.2	6.4	8.0	6.6	4.9	1.9	5.8	8.0	9.0	5.7	2.2	6.5	7.6	7.3	4.9

See notes at end of table.

Table 8a. Standard errors for the percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Heating system					Air conditioning system					Ventilation/filtration system				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**1.1**	**2.9**	**3.1**	**2.9**	**1.7**	**1.1**	**3.5**	**3.5**	**2.8**	**1.5**	**0.8**	**4.3**	**4.3**	**3.4**	**2.4**
School instructional level															
Elementary	1.2	3.7	3.7	4.0	2.7	1.3	4.4	4.6	3.9	2.2	0.9	5.6	5.3	5.0	3.5
Secondary	2.1	4.7	5.4	4.4	†	2.2	4.9	5.0	3.6	1.8	1.7	5.6	6.1	3.0	2.4
Combined	6.8	14.0	14.1	†	†	5.2	†	19.0	†	†	4.3	†	19.2	†	†
School enrollment size															
Less than 300	2.6	6.8	8.3	6.6	†	2.7	9.4	10.2	†	†	2.1	8.9	11.2	†	†
300 to 599	1.7	5.0	4.9	4.9	3.0	2.0	5.2	5.7	4.7	†	1.4	7.1	6.2	5.6	3.9
600 or more	1.4	3.3	5.1	5.2	2.5	1.4	3.6	4.8	4.5	2.7	1.2	4.3	5.4	5.2	3.0
Community type															
City	2.0	6.1	6.8	6.5	†	2.4	6.2	7.4	6.0	†	1.6	7.4	8.4	5.7	†
Suburban	1.9	6.0	5.4	6.0	3.5	2.0	6.7	5.7	5.6	3.4	1.6	7.5	7.2	7.0	4.9
Town	2.5	8.8	9.6	8.4	†	2.7	10.4	11.1	9.6	†	2.6	13.5	10.5	11.6	†
Rural	1.8	6.0	6.8	5.1	†	1.9	6.4	7.1	5.9	†	1.5	7.3	7.8	6.4	†
Region															
Northeast	2.6	5.9	8.4	7.1	†	2.4	9.2	10.2	†	†	2.1	9.0	9.3	7.8	†
Southeast	2.0	7.5	7.1	6.9	†	2.1	7.9	6.9	5.7	†	2.0	9.2	9.3	7.8	†
Central	2.0	7.0	7.7	6.7	†	2.2	7.9	7.8	6.5	†	1.7	10.2	9.1	7.1	†
West	1.6	4.9	5.7	5.0	3.5	1.8	5.0	5.6	5.0	3.1	1.4	6.1	6.4	5.6	4.1
Percent minority enrollment															
Less than 6 percent	3.4	9.5	10.3	†	†	3.5	11.3	11.3	†	†	3.5	10.0	10.9	†	†
6 to 20 percent	1.9	6.7	6.4	6.6	†	1.9	6.0	7.9	8.0	†	1.8	7.8	7.1	7.5	†
21 to 49 percent	2.2	3.3	6.3	6.4	†	2.2	7.2	7.1	5.1	†	1.6	6.6	9.1	7.9	†
50 percent or more	1.7	5.0	5.3	5.1	3.0	1.8	5.0	5.4	4.7	2.4	1.4	6.1	6.6	5.4	3.9
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	1.7	5.3	5.0	5.4	3.8	1.7	6.0	5.9	6.0	†	1.4	6.5	6.1	6.7	†
35 to 49 percent	2.0	8.1	8.1	7.9	†	2.6	7.9	8.0	6.4	†	1.9	10.8	10.0	8.8	†
50 to 74 percent	1.9	5.3	6.8	5.5	†	2.3	6.2	6.4	5.9	†	1.5	7.4	8.3	6.8	†
75 percent or more	2.2	7.6	7.6	6.4	†	2.5	7.7	7.5	5.9	4.4	1.7	10.7	10.1	†	7.3

See notes at end of table.

Table 8a. Standard errors for the percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Electrical system					Interior lighting					Exterior lighting				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**0.8**	**4.0**	**4.5**	**3.5**	**3.2**	**0.9**	**2.6**	**3.9**	**2.0**	**2.3**	**0.8**	**3.5**	**4.7**	**3.0**	**3.2**
School instructional level															
Elementary	0.9	5.0	6.0	4.9	4.2	1.1	3.4	4.9	2.6	2.9	1.0	4.6	5.9	3.9	3.8
Secondary	1.4	5.8	7.7	4.5	5.4	1.4	3.8	5.6	2.8	†	1.3	5.8	6.9	3.9	†
Combined	6.1	†	19.2	†	†	6.5	†	17.7	†	†	6.0	†	17.2	†	†
School enrollment size															
Less than 300	1.9	10.1	11.2	†	8.9	2.1	†	8.4	†	†	1.9	†	11.8	†	†
300 to 599	1.3	6.7	7.0	6.3	5.0	1.6	4.4	5.7	3.2	3.6	1.6	6.2	7.6	4.6	4.4
600 or more	1.0	5.3	6.3	5.0	3.7	1.2	3.3	5.3	3.8	3.5	1.0	3.8	6.1	5.1	4.0
Community type															
City	1.5	8.2	7.1	8.3	†	1.9	4.5	7.2	5.5	†	1.5	5.2	9.2	8.6	†
Suburban	1.6	7.6	8.5	5.7	6.2	1.7	5.3	7.4	3.4	4.9	1.5	6.3	8.8	†	6.1
Town	2.1	12.3	13.5	9.2	†	2.3	9.5	11.2	†	†	2.1	14.2	13.9	†	†
Rural	1.4	8.4	9.7	7.5	7.0	1.6	†	6.1	3.5	†	1.6	7.2	8.5	6.2	†
Region															
Northeast	1.9	9.8	11.1	†	†	2.4	6.1	9.5	†	†	2.1	†	11.6	6.5	†
Southeast	1.8	8.9	7.9	9.4	†	1.9	6.0	8.2	6.4	†	1.8	8.7	10.9	8.4	†
Central	1.4	10.1	9.5	7.6	†	1.7	†	8.3	†	†	1.5	†	10.5	†	†
West	1.3	5.8	7.0	6.5	5.6	1.6	4.3	5.9	3.3	4.0	1.4	6.7	7.0	3.9	4.6
Percent minority enrollment															
Less than 6 percent	2.5	14.1	14.1	†	†	3.0	8.5	10.4	†	†	2.3	†	16.5	†	†
6 to 20 percent	1.5	8.0	7.7	10.3	9.3	1.5	†	9.6	†	7.6	1.6	7.8	10.0	7.2	†
21 to 49 percent	1.7	9.5	9.6	7.8	†	2.0	†	6.4	3.3	†	1.7	7.4	9.0	5.7	†
50 percent or more	1.3	6.0	6.3	5.9	5.2	1.5	4.4	6.1	4.2	3.1	1.5	5.8	7.4	5.2	3.7
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	1.5	6.2	7.4	7.0	†	1.6	4.4	7.1	4.3	4.6	1.6	5.5	7.8	5.1	5.7
35 to 49 percent	1.6	12.9	11.1	†	†	1.9	†	8.6	†	†	1.7	†	10.9	†	†
50 to 74 percent	1.3	8.2	9.6	7.5	†	1.7	5.4	5.9	3.2	†	1.2	9.9	10.2	7.5	†
75 percent or more	1.7	8.3	9.4	7.5	7.7	2.1	6.5	8.4	†	5.4	1.8	8.1	10.2	†	†

See notes at end of table.

Table 8a. Standard errors for the percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Energy management system					Life safety features					Security systems				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**0.9**	**2.4**	**3.6**	**2.7**	**2.0**	**0.8**	**3.7**	**4.2**	**3.0**	**3.5**	**1.2**	**2.8**	**3.0**	**1.8**	**3.0**
School instructional level															
Elementary	1.2	3.2	4.5	3.5	2.6	1.0	4.4	4.9	4.0	4.2	1.5	3.5	3.7	2.3	3.9
Secondary	1.9	4.1	6.0	4.3	4.1	1.5	5.8	6.9	4.9	5.5	1.9	4.4	5.5	3.1	4.3
Combined	7.9	†	14.8	†	†	5.8	†	22.4	†	†	7.4	†	12.3	†	†
School enrollment size															
Less than 300	2.3	†	8.0	†	†	1.9	†	11.1	†	13.4	3.2	5.2	6.6	†	6.4
300 to 599	1.7	4.2	5.3	4.2	3.0	1.6	5.5	5.9	4.8	4.4	1.9	4.3	4.7	3.1	4.8
600 or more	1.2	3.5	5.3	3.8	3.1	1.1	4.6	5.6	5.0	4.3	1.4	4.0	4.7	3.2	3.3
Community type															
City	2.0	5.9	8.7	5.6	†	1.6	7.5	8.3	7.5	†	2.1	5.7	7.2	5.1	6.9
Suburban	1.9	†	7.3	6.2	4.8	1.8	7.8	7.6	6.6	5.8	2.0	4.7	6.2	2.5	5.5
Town	2.9	7.9	10.3	5.1	†	2.7	7.7	8.5	8.7	6.7	3.1	7.5	7.6	†	4.2
Rural	1.9	4.2	5.6	5.0	†	1.5	6.6	8.1	6.0	8.2	2.2	4.6	5.3	3.1	4.8
Region															
Northeast	2.9	†	8.5	7.2	†	2.1	11.2	11.2	†	10.8	2.6	6.6	8.0	4.2	8.1
Southeast	2.1	7.4	8.0	5.9	†	1.8	8.6	8.2	8.9	†	2.2	6.7	6.3	5.1	5.8
Central	2.0	5.7	6.5	5.4	†	1.9	6.8	8.1	6.8	7.4	2.6	5.0	5.7	3.3	5.6
West	1.6	3.2	6.1	4.3	4.6	1.4	5.2	6.8	4.6	4.4	1.9	3.8	5.3	2.7	4.3
Percent minority enrollment															
Less than 6 percent	3.2	11.5	12.3	†	†	2.6	12.5	10.8	†	†	3.9	8.1	8.8	†	8.8
6 to 20 percent	2.2	4.2	6.4	5.7	†	1.9	7.4	8.0	6.1	7.4	2.6	5.9	6.9	4.1	5.3
21 to 49 percent	2.0	†	8.0	6.0	†	1.8	8.5	9.4	6.7	7.7	2.4	5.3	6.1	3.2	5.4
50 percent or more	1.6	3.5	5.8	3.7	3.4	1.4	3.7	6.8	5.9	4.9	1.6	4.2	5.9	3.5	5.3
Percent of students eligible for free or reduced-priced lunch															
Less than 35 percent	1.9	4.4	6.8	5.8	†	1.8	6.2	6.9	6.0	6.0	2.2	3.8	5.2	3.6	4.7
35 to 49 percent	2.0	†	8.4	6.7	†	2.0	9.4	7.9	6.2	8.1	2.7	7.7	7.2	†	6.9
50 to 74 percent	1.9	5.7	6.3	3.4	†	1.8	6.3	8.2	6.2	6.7	2.2	4.9	5.7	3.0	4.8
75 percent or more	2.0	5.2	8.4	†	5.3	1.7	4.7	9.6	8.6	7.2	2.3	6.1	8.0	†	6.6

See notes at end of table.

Table 8a. Standard errors for the percent of public schools with major repair, renovation, or replacement of building systems or features planned in the next 2 years, and among those schools, the percentage distribution by main reason for the planned major repair, renovation, or replacement and school characteristics: 2012–13—Continued

School characteristic	Internal communication systems					Technology infrastructure				
	Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement				Major repair, renovation, or replacement planned	Main reason for planned major repair, renovation, or replacement			
		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason		Functional problem in existing system or feature	Improve operational or energy efficiency	Replacement cycle	Other reason
All public schools	**1.0**	**3.3**	**3.5**	**3.1**	**2.7**	**1.0**	**2.4**	**3.3**	**2.6**	**2.0**
School instructional level										
Elementary	1.2	4.2	4.7	4.2	3.5	1.2	3.0	4.2	3.4	2.7
Secondary	2.1	5.5	6.9	3.8	4.6	2.2	4.1	5.0	3.4	2.9
Combined	7.0	18.4	18.4	†	†	7.4	†	14.0	†	†
School enrollment size										
Less than 300	2.5	6.9	7.3	5.4	6.7	2.8	5.8	6.8	5.6	4.0
300 to 599	1.7	5.2	5.9	5.6	3.4	1.7	3.6	4.9	4.1	3.4
600 or more	1.3	4.3	5.4	4.6	3.9	1.4	2.6	4.7	4.0	3.1
Community type										
City	2.0	6.4	7.3	6.4	6.2	2.1	5.0	6.5	5.5	4.3
Suburban	1.7	5.9	8.1	5.2	5.7	2.1	4.1	6.5	4.5	4.5
Town	2.6	6.7	9.1	9.3	†	2.8	5.6	7.3	4.6	†
Rural	1.7	6.2	7.0	5.7	4.8	2.0	4.7	5.3	5.1	3.6
Region										
Northeast	2.2	12.0	10.4	†	†	2.8	7.9	8.2	7.1	6.5
Southeast	2.1	8.3	7.8	8.2	†	2.4	6.1	6.9	5.7	4.0
Central	2.1	6.2	7.6	5.7	5.1	2.2	4.8	6.1	5.3	3.4
West	1.7	4.3	5.6	5.7	4.3	1.7	3.2	5.1	4.2	3.1
Percent minority enrollment										
Less than 6 percent	3.4	9.7	10.7	†	†	3.6	9.2	7.8	8.5	†
6 to 20 percent	1.8	5.8	8.5	7.9	6.3	1.9	4.6	6.1	5.6	3.6
21 to 49 percent	2.1	6.5	8.6	5.6	6.5	2.1	4.5	6.0	4.1	4.2
50 percent or more	1.6	5.0	5.6	5.1	3.6	1.8	3.6	5.5	4.1	3.2
Percent of students eligible for free or reduced-priced lunch										
Less than 35 percent	1.8	5.2	6.3	6.2	4.8	2.0	3.8	4.9	5.1	3.7
35 to 49 percent	2.1	8.0	9.5	†	†	2.6	5.9	7.3	6.0	4.5
50 to 74 percent	1.8	6.3	7.5	6.5	5.3	2.1	4.6	6.6	5.4	2.9
75 percent or more	2.5	7.0	7.1	6.3	5.5	2.6	5.3	6.5	4.8	4.8

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 9a. Standard errors for the percent of public schools with inspection and evaluation performed by qualified professionals within the last 5 years, and the percent of public schools in which various steps had been taken within the last 5 years to improve energy efficiency at the school, by school characteristics: 2012–13

School characteristic	Inspection and evaluation performed by qualified professionals			Steps to improve energy efficiency						
	Inspection of the condition of the physical features of the facility	Evaluation of energy use	Evaluation of indoor environ-mental hazards	Replaced lighting fixtures, lighting ballasts, or bulbs	Installed motion sensors for lighting	Upgraded insulation, outer walls, and/or siding (building envelopes)	Replaced windows and/or doors	Installed or upgraded a reflective roof coating	Installed more efficient HVAC systems	Installed or upgraded an energy management system
All public schools	**1.1**	**1.3**	**1.2**	**1.2**	**1.4**	**0.9**	**1.2**	**1.2**	**1.2**	**1.2**
School instructional level										
Elementary	1.3	1.6	1.4	1.5	1.7	1.1	1.5	1.4	1.5	1.6
Secondary	1.7	2.2	2.0	2.1	2.6	2.0	2.3	1.9	2.3	2.4
Combined	6.1	6.2	6.2	6.1	7.8	7.1	7.7	6.2	7.3	6.7
School enrollment size										
Less than 300	2.4	3.0	2.8	3.0	3.0	2.1	2.6	2.4	2.5	2.7
300 to 599	1.6	2.0	1.8	2.1	2.4	1.5	2.1	2.0	2.1	1.9
600 or more	1.5	1.7	1.6	1.9	2.1	1.4	1.8	1.6	1.8	1.9
Community type										
City	1.7	2.7	2.3	2.8	2.8	2.0	2.7	2.2	2.4	2.7
Suburban	1.8	2.4	2.1	2.5	2.6	1.5	2.2	1.9	2.2	2.5
Town	2.8	3.7	3.0	3.5	3.2	2.5	3.6	3.4	3.4	3.5
Rural	2.0	2.4	1.9	2.2	2.5	1.7	1.9	1.7	2.2	2.3
Region										
Northeast	2.7	2.5	2.3	2.9	3.3	2.5	3.0	2.6	3.2	3.0
Southeast	2.0	2.7	2.1	3.0	2.8	1.6	2.2	2.2	2.7	2.4
Central	2.2	2.7	2.7	2.5	2.7	2.1	3.0	2.8	2.8	2.9
West	1.9	2.2	2.2	2.1	2.5	1.5	1.8	1.8	2.2	2.0
Percent minority enrollment										
Less than 6 percent	3.3	3.9	3.3	3.9	4.0	2.9	3.8	3.5	3.6	3.9
6 to 20 percent	2.2	2.5	2.2	2.5	2.7	2.0	2.6	2.3	2.7	2.7
21 to 49 percent	2.0	2.4	2.3	2.6	2.7	1.9	2.4	2.2	2.3	2.5
50 percent or more	1.8	2.3	2.0	2.1	2.2	1.3	2.0	1.6	1.9	2.1
Percent of students eligible for free or reduced-priced lunch										
Less than 35 percent	1.9	2.3	1.7	2.2	2.7	1.7	2.2	2.1	2.1	2.3
35 to 49 percent	2.4	2.9	2.7	2.9	3.1	2.2	2.9	2.5	2.8	3.2
50 to 74 percent	2.1	2.6	2.2	2.6	2.6	1.6	2.3	2.0	2.4	2.4
75 percent or more	2.5	2.5	2.5	2.9	2.5	1.9	2.9	2.3	2.7	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Table 10a. Among public schools, standard errors for the years since original construction of the main instructional building, years since the most recent major renovation of the main instructional building, years since the last major building replacement or addition at the school, functional age of the main instructional building, and the percentage distribution of public schools according to the functional age of the main instructional building, by school characteristics: 2012–13

School characteristic	Years since construction of the main instructional building	Years since most recent major renovation of the main instructional building	Years since last major building replacement or addition	Functional age of the main instructional building	Functional age of the main instructional building			
					Less than 5 years old	5–14 years old	15–34 years old	35 or more years old
All public schools	**0.7**	**0.4**	**0.6**	**0.5**	**1.1**	**1.2**	**1.2**	**1.2**
School instructional level								
Elementary	0.9	0.5	0.8	0.6	1.2	1.4	1.6	1.4
Secondary	1.2	0.7	0.8	0.9	2.2	2.3	1.8	1.7
Combined	4.2	2.0	1.6	3.1	6.8	7.2	7.5	4.3
School enrollment size								
Less than 300	1.7	1.0	1.4	1.5	2.9	3.3	2.8	2.8
300 to 599	1.1	0.6	1.1	0.9	1.6	2.2	2.0	2.0
600 or more	0.9	0.5	0.6	0.7	1.8	2.0	1.7	1.3
Community type								
City	1.7	0.7	1.5	1.4	2.6	2.5	2.3	2.4
Suburban	1.2	0.7	0.9	1.1	2.2	2.7	1.8	2.2
Town	1.8	1.2	1.4	1.4	2.9	4.1	3.6	3.0
Rural	1.2	0.8	0.8	0.9	1.9	2.3	2.3	1.9
Region								
Northeast	1.9	0.8	1.7	1.6	2.9	3.0	2.6	3.0
Southeast	1.2	0.9	0.9	1.1	2.4	3.0	2.6	2.5
Central	1.5	0.8	1.3	1.0	2.5	2.9	2.4	2.3
West	1.3	0.7	0.8	1.0	1.9	2.3	2.0	2.1
Percent minority enrollment								
Less than 6 percent	2.2	1.2	1.8	2.1	3.7	4.1	4.1	3.9
6 to 20 percent	1.4	0.9	1.0	1.0	2.2	2.6	2.7	2.3
21 to 49 percent	1.4	0.7	1.1	0.9	2.3	2.7	2.4	2.0
50 percent or more	1.3	0.6	1.0	0.9	1.8	2.0	2.0	1.9
Percent of students eligible for free or reduced-priced lunch								
Less than 35 percent	1.3	0.6	0.8	0.9	2.1	2.2	2.1	2.0
35 to 49 percent	1.8	1.1	1.4	1.3	2.9	3.3	2.9	2.9
50 to 74 percent	1.4	0.8	1.0	1.0	2.0	2.6	2.3	2.1
75 percent or more	1.9	0.8	1.8	1.3	2.5	3.0	2.7	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012–13," FRSS 105, 2013.

Appendix B

Technical Notes

Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,200 to 1,800 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by analysis variables. However, as the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by analysis variables.

Sample Design

The sample for the FRSS survey of the Condition of Public School Facilities consisted of approximately 1,800 regular public elementary, middle, and secondary/combined schools in the 50 states and the District of Columbia. The nationally representative sample was selected from the 2010–11 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame included 50,995 regular elementary schools, 16,582 regular middle schools, and 19,190 regular secondary/combined schools. For purposes of this study, "regular" schools included charter schools. Excluded from the sampling frame were schools with a high grade of prekindergarten, kindergarten, or ungraded, schools with zero, missing, or "not applicable" enrollment, along with special education, vocational, and alternative/other schools, and schools outside the 50 states and the District of Columbia. A school was defined as an elementary school if the lowest grade was less than or equal to grade 3 and the highest grade was less than or equal to grade 8. A middle school was defined as having a lowest grade greater than or equal to grade 4 and a highest grade less than or equal to grade 9. A school was considered a secondary school if its lowest grade was greater than or equal to grade 9 and the highest grade was greater than or equal to grade 10. Combined schools were defined as having a lowest grade less than or equal to grade 3 and a highest grade greater than or equal to grade 9 *or* the lowest grade is in grades 4 through 8 and the highest grade is in grades 10 through 12. Secondary and combined schools were combined into one category for sampling.

The public school sampling frame was stratified by instructional level (elementary, middle, secondary/combined), community type (City, suburban, town, rural), and enrollment size (less than 300, 300 to 499, 500 to 999, 1,000 to 1,499, and 1,500 or more) to create 52 primary strata. Within the strata, schools were sorted by percent combined enrollment of American Indian/Alaska Native, Asian, Black, Hawaiian Native/Pacific Islander, Hispanic, and students of two or more races (missing, less than 6 percent, 6 to 20 percent, 21 to 49 percent, and 50 percent or more) and region (Northeast, Southeast, Central, West) prior to selection to induce additional implicit stratification. These variables are defined in more detail in the "Definitions of Analysis Variables" section of this report. For analysis, school instructional level was defined as elementary, secondary, and combined rather than the categories used for sampling. This was the same approach used in the 1999 FRSS study on the condition of school facilities (Lewis et al. 2000). This was done to facilitate comparisons between data in the two reports. Within each primary stratum, schools were selected systematically at rates that depended on the size class of the school. The sample contained approximately 720 elementary schools, 540 middle schools, and 540 secondary/combined schools. The approximately 1,800 schools were located in approximately 1,380 school districts. Approximately 16 percent of the districts with

sampled schools had more than one sampled school in the district. While there was no maximum number of schools that could be sampled within a district, most districts had only one sampled school.

Data Collection and Response Rates

Questionnaires and cover letters were mailed in January 2013. While individual schools were sampled, the questionnaires were mailed to the districts with which the schools were associated. A separate questionnaire was enclosed for each sampled school. This is the same approach used in the 1999 FRSS study on the condition of school facilities. The cover letter indicated that the survey was designed to be completed by district-level personnel who were very familiar with the school facilities in the district. Often this was a district facilities coordinator (although the title of the position varied). The letter indicated that the respondent might want to consult with other district-level personnel or with school-level personnel, such as the principal of the sampled school, in answering some of the questions. Respondents were offered the option of completing the survey via the Web. Telephone follow-up for survey nonresponse and data clarification was initiated in February 2013 and completed in June 2013.

Of the approximately 1,800 public schools in the sample, approximately 40 were found to be ineligible because the school was closed or did not meet some other criteria for inclusion in the sample (e.g., was an alternative school). For the eligible schools, an unweighted response rate of 90 percent was obtained for this survey (about 1,590 responding schools divided by the approximately 1,760 eligible schools in the sample). The corresponding weighted response rate using the initial base weights was 90 percent (table B-1). Of the schools that completed the survey, 62 percent completed it via the Web, 38 percent completed it by paper (sent by mail, fax, or e-mail), and less than 1 percent completed it by telephone. The final weighted count of responding schools in the survey after nonresponse adjustment represents the estimated universe of eligible public schools in the 50 states and the District of Columbia—approximately 84,000 schools (table B-1).[1] The difference between the final weighted count of approximately 84,000 schools and the approximately 87,000 schools in the sampling frame for this FRSS study is due to the relatively high percentage of ineligible schools that were found in the sample.

Table B-1. Number and percentage of responding public schools in the study sample, and estimated number and percentage of public schools the sample represents, by school characteristics: 2012–13

School characteristic	Respondent sample (unweighted)		National estimate (weighted)[1]	
	Number	Percent	Number	Percent
All public schools	**1,590**	**100**	**84,000**	**100**
School instructional level				
Elementary	1,020	64	62,600	75
Secondary	510	32	18,900	23
Combined	50	3	2,400	3
School enrollment size				
Less than 300	240	15	20,000	24
300 to 599	560	35	35,500	42
600 or more	790	50	28,500	34
Community type				
City	410	25	21,200	25
Suburban	480	30	23,500	28
Town	220	14	10,900	13
Rural	490	31	28,400	34

See notes at end of table.

[1] For more details about the development of survey weights, see the section of this report on sampling errors.

Table B-1. Number and percentage of responding public schools in the study sample, and estimated number and percentage of public schools the sample represents, by school characteristics: 2012–13—Continued

School characteristic	Respondent sample (unweighted)		National estimate (weighted)[1]	
	Number	Percent	Number	Percent
Region				
Northeast	280	18	15,000	18
Southeast	380	24	18,800	22
Central	380	24	21,500	26
West	550	35	28,700	34
Percent minority enrollment[2]				
Less than 6 percent	170	10	10,600	13
6 to 20 percent	380	24	21,300	25
21 to 49 percent	400	25	19,900	24
50 percent or more	640	40	32,200	38
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	530	33	26,300	31
35 to 49 percent	300	19	15,500	18
50 to 74 percent	440	28	22,800	27
75 percent or more	330	20	19,400	23

[1] Weighted count of responding schools using the final nonresponse-adjusted weights. The weighted count is an estimate of the number of eligible schools in the study universe (see text for definition of the types of schools included in the study).
[2] Minority enrollment includes Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012-13," FRSS 105, 2013.

Imputation for Item Nonresponse

Cases with missing data were recontacted by telephone to collect the missing information. However, for cases in which this data retrieval was unsuccessful, missing data were imputed. Although item nonresponse was very low (less than 1 percent for any item), missing data were imputed for the 48 items with a response rate of less than 100 percent. The missing items included both numerical data such as the total cost of all repairs/renovations/modernizations required to put the school's onsite buildings in good overall condition, as well as categorical data, such as whether there was a written long-range educational facilities plan for the school. The missing categorical data were imputed using a "hot-deck" approach to obtain a "donor" school from which the imputed values were derived. Under the hot-deck approach, a donor school that matched selected characteristics of the school with missing data (the recipient school) was identified (Kalton 1983, pp. 65–104). The matching characteristics included instructional level, enrollment size, community type, region, percent eligible for free or reduced-price lunch, and percent combined enrollment of American Indian/Alaska Native, Asian, Black, Hawaiian Native/Pacific Islander, Hispanic, and students of two or more races. In addition, other relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, the imputed value was simply the corresponding value from the donor school.

Data Reliability

Although the school survey on the condition of public school facilities was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (table B-1). The weights were designed to reflect the probabilities of selection of the sampled schools and were adjusted for differential unit (questionnaire) nonresponse. The nonresponse weighting adjustments were made within classes defined by school instructional level, community type, and school enrollment size. Within the final weighting classes, the base weights (i.e., the reciprocal of schools' probabilities of selection) of the responding schools were inflated by the inverse of the weighted response rate for the class. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

Because the data from the FRSS survey on the condition of public school facilities were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an under- or overestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication (Levy and Lemeshow 1991). A form of jackknife replication referred to as the JK1 method was used construct the replicates. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 100 stratified subsamples of the full sample were created and then dropped one at a time to define 100 jackknife replicates. Estimates of standard errors can be computed using statistical packages such as SAS or WesVar.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percent of public schools with portable buildings is 31 percent, and the standard error is 1.4 percent (tables 1 and 1a). The 95 percent confidence interval for the statistic extends from [31 – (1.4 x 1.96)] to [31 + (1.4 x 1.96)], or from 28.3 to 33.7 percent. The 1.96 is the appropriate percentile from a standard normal distribution corresponding to a two-sided statistical test at the $p < .05$ significance level (where .05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Comparisons can be tested for statistical significance at the $p < .05$ level using Student's *t*-statistic to ensure that the differences are larger than those that might be expected due to sampling variation.[2] Student's *t* values are computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

[2] This includes comparisons to the 1999 FRSS study on the condition of school facilities (Lewis et al. 2000).

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with district-level personnel who were very familiar with the school facilities in the district. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data entered for all surveys received by mail, fax, or telephone were verified to ensure accuracy.

Definitions of Analysis Variables

Many of the school characteristics, described below, may be related to each other. For example, school enrollment size and community type are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist. However, this First Look report focuses on national estimates and bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

Instructional level—Schools were classified according to their grade span in the 2010–11 CCD Public School Universe file. The categories for analysis differed from the categories used for sampling. This was the same approach used in the 1999 FRSS study on the condition of public schools.

Elementary school—had grade 6 or lower and no grade higher than grade 8

Secondary school—had no grade lower than grade 7 and had grade 7 or higher

Combined school—had grades lower than grade 7 and higher than grade 8

Enrollment size—This variable indicates the total number of students enrolled in the school based on data from the 2010–11 CCD Public School Universe file. The variable was collapsed into the following three categories:

Less than 300 students
300 to 599 students
600 or more students

Community type—This variable indicates the type of community in which the school is located, as defined in the 2010–11 CCD Public School Universe file. These codes are based on the location of school buildings. The urban-centric locale codes are assigned through a methodology developed by the U.S. Census Bureau's Population Division in 2005. This classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories. This variable was based on the 12-category urban-centric locale variable from CCD and collapsed into the four categories below.

City—Territory inside an urbanized area and inside a principal city

Suburban—Territory outside a principal city and inside an urbanized area

Town—Territory inside an urban cluster

Rural—Territory outside an urbanized area and outside an urban cluster

Region—This variable classifies schools into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce. Data were obtained from the 2010–11 CCD Public School Universe file. The geographic regions are as follows:

Northeast—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Southeast—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Central—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Percent minority enrollment—This variable indicates the percentage of students enrolled in the school whose race or ethnicity is classified as one of the categories below based on data in the 2010–11 CCD Public School Universe file.

- American Indian/Alaska Native
- Asian
- Black
- Hawaiian Native/Pacific Islander
- Hispanic
- Two or more races

The variable was collapsed into the following four categories:

Less than 6 percent
6 to 20 percent
21 to 49 percent
50 percent or more

Percent of students eligible for free or reduced price lunch—This variable serves as a measure of the concentration of poverty at the school. This variable is based on data in the 2010–11 CCD Public School Universe file. This variable was collapsed into the four categories below.

Less than 35 percent
35 to 49 percent
50 to 74 percent
75 percent or more

Rating Scales and Definitions of Terms Used in This Report

Rating Scale for Table 1

The following rating scale was used in question 4 to indicate the overall condition of each type of onsite building at this school:

Excellent means that the facility meets all the reasonable needs for normal school performance yet goes well beyond adequate. Relatively minor enhancements may be necessary.

Good means that the facility meets all the reasonable needs for normal school performance, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent facility.

Fair means that the facility meets minimal needs for normal school performance but requires frequent maintenance or has other limitations. It requires some upgrading to be considered in good condition.

Poor means that the facility does not meet minimal requirements for normal school performance.

Rating Scale for Tables 2, 3, and 4

The following rating scale was used in questions 2 and 3 to indicate the condition of building systems/features and outdoor features:

Excellent means that a particular feature or system meets all the reasonable needs of the school pertaining to that item yet goes well beyond adequate. Relatively minor enhancements may be necessary.

Good means a feature or system meets all the reasonable needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent system/feature.

Fair means that a feature or system meets minimal conditions but is not dependable, breaks down frequently, or has other limitations. It is a feature or system that would require some upgrading to be considered in good condition.

Poor means that a particular feature or system as it exists is inadequate to meet even the minimal needs of the school.

Definitions of Terms

Energy management system—A control system (often computerized) designed to regulate the energy consumption of a building by controlling the operation of energy consuming systems, such as the heating, ventilation, and air conditioning (HVAC), lighting, and water heating systems. These systems are sometimes referred to as mechanical control systems or building automation systems.

Life safety features—Includes sprinklers, fire alarms, and smoke detectors.

Security systems—Includes surveillance cameras, perimeter intrusion alarms, metal detectors, and door controllers.

Internal communications—Intercom and/or phone systems enabling communication with academic and administrative areas of the school individually and collectively.

Technology infrastructure—Facility access to voice, video, and data transmission in classrooms and administrative areas of the school. Includes wiring for computer workstations and other electronic equipment in program areas.

Long-range educational facilities plan—This plan may be referred to as a Capital Improvement Plan, Capital Facilities Plan, or Facilities Master Plan.

Contact Information

For more information about the survey, contact John Ralph, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006; e-mail: john.ralph@ed.gov; telephone: (202) 502-7441.

Appendix C

Questionnaire

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20006–5651 **CONDITION OF PUBLIC SCHOOL FACILITIES: 2012–13** FAST RESPONSE SURVEY SYSTEM	FORM APPROVED O.M.B. No.: 1850–0733 EXPIRATION DATE: 05/2015

This survey is authorized by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9543). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573).

Please provide information only about the school that is indicated on the front of this survey.

This survey is designed to be completed by district-level personnel who are very familiar with the school facilities in this district.

You may wish to consult with other district-level personnel or with school-level personnel, such as the principal of the selected school, in answering some questions. Please respond about the selected school for the current 2012–13 school year, even if the selected school is new.

Information Copy - Do Not Complete

NAME AND ADDRESS OF SAMPLED SCHOOL HERE

IF ABOVE **SCHOOL** INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone number: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

Grades taught at this school: Lowest grade taught _____ Highest grade taught _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	**IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:**
Mail: Debbie Alexander (8599.13.13.02) Westat 1600 Research Boulevard Rockville, Maryland 20850-3129	Debbie Alexander at Westat 800-937-8281, ext. 2088 or 301-294-2088 E-mail: SchoolConditionSurvey@westat.com
Fax: 800-254-0984	

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850–0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202–4537. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS Form No. 105, 01/2013

Instructions and Definitions Page

Please provide information only about the school that is indicated on the front of this survey. Respond about the selected school for the current 2012–13 school year, even if the selected school is new.

If the school has more than one permanent or portable building on site, consider all of them in providing a rating.

In **questions 2 and 3,** use the following rating scale to indicate the condition of building systems/features and outdoor features:

"School does not have" means that a building system/feature does not exist within that type of building or that the school does not have that outdoor feature.

Excellent means that a particular feature or system meets all the reasonable needs of the school pertaining to that item yet goes well beyond adequate. Relatively minor enhancements may be necessary.

Good means a feature or system meets all the reasonable needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent system/feature.

Fair means that a feature or system meets minimal conditions but is not dependable, breaks down frequently, or has other limitations. It is a feature or system that would require some upgrading to be considered in good condition.

Poor means that a particular feature or system as it exists is inadequate to meet even the minimal needs of the school.

In **question 4,** use the following rating scale to indicate the overall condition of each type of onsite building at this school:

"School does not have" means that the school does not have that type of building.

Excellent means that the facility meets all the reasonable needs for normal school performance yet goes well beyond adequate. Relatively minor enhancements may be necessary.

Good means that the facility meets all the reasonable needs for normal school performance, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent facility.

Fair means that the facility meets minimal needs for normal school performance but requires frequent maintenance or has other limitations. It requires some upgrading to be considered in good condition.

Poor means that the facility does not meet minimal requirements for normal school performance.

Definitions

Energy management system: A control system (often computerized) designed to regulate the energy consumption of a building by controlling the operation of energy consuming systems, such as the heating, ventilation, and air conditioning (HVAC), lighting, and water heating systems. These systems are sometimes referred to as mechanical control systems or building automation systems.

Life safety features: Includes sprinklers, fire alarms, and smoke detectors.

Security systems: Includes surveillance cameras, perimeter intrusion alarms, metal detectors, and door controllers.

Internal communications: Intercom and/or phone systems enabling communication with academic and administrative areas of the school individually and collectively.

Technology infrastructure: Facility access to voice, video, and data transmission in classrooms and administrative areas of the school. Includes wiring for computer workstations and other electronic equipment in program areas.

Long-range educational facilities plan: This plan may be referred to as a Capital Improvement Plan, Capital Facilities Plan, or Facilities Master Plan.

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See rating scales on instructions and definitions page.

1. Does this school have the following types of onsite buildings? *(Indicate yes or no for each type of building.)*

	Yes	No
a. Permanent buildings	1	2
b. Portable (temporary) buildings	1	2

2. What is the **condition of each building system/feature** for the permanent and portable (temporary) onsite buildings at this school? *(See instructions and definitions page.)*

 - In **Part A,** circle one rating on each line to indicate the condition of each system/feature for the **permanent buildings** at this school. If the school has more than one permanent building, consider all of them in providing a rating. **Leave Part A blank if this school does not have any permanent buildings.**
 - In **Part B,** circle one rating on each line to indicate the condition of each system/feature for the **portable (temporary) buildings** at this school. If the school has more than one temporary building, consider all of them in providing a rating. **Leave Part B blank if this school does not have any portable (temporary) buildings.**

Building system/feature	Part A. Permanent buildings *(Circle one on each line)*					Part B. Portable (temporary) buildings *(Circle one on each line)*				
	School does not have system/ feature	Excel-lent	Good	Fair	Poor	School does not have system/ feature	Excel-lent	Good	Fair	Poor
a. Roofs	0	1	2	3	4	0	1	2	3	4
b. Framing, floors, foundations	0	1	2	3	4	0	1	2	2	4
c. Exterior walls, finishes	0	1	2	3	4	0	1	2	3	4
d. Windows, doors	0	1	2	3	4	0	1	2	3	4
e. Interior finishes, trim	0	1	2	3	4	0	1	2	3	4
f. Plumbing/lavatories	0	1	2	3	4	0	1	2	3	4
g. Heating system	0	1	2	3	4	0	1	2	3	4
h. Air conditioning system	0	1	2	3	4	0	1	2	3	4
i. Ventilation/filtration system	0	1	2	3	4	0	1	2	3	4
j. Electrical system	0	1	2	3	4	0	1	2	3	4
k. Interior lighting	0	1	2	3	4	0	1	2	3	4
l. Exterior lighting	0	1	2	3	4	0	1	2	3	4
m. Energy management system	0	1	2	3	4	0	1	2	3	4
n. Life safety features	0	1	2	3	4	0	1	2	3	4
o. Security systems	0	1	2	3	4	0	1	2	3	4
p. Internal communication systems	0	1	2	3	4	0	1	2	3	4
q. Technology infrastructure	0	1	2	3	4	0	1	2	3	4

3. What is the condition of the following outdoor features at this school? *(Circle one rating on each line.)*

Outdoor feature	School does not have feature	Excellent	Good	Fair	Poor
a. School parking lots and roadways	0	1	2	3	4
b. Bus lanes and drop-off areas	0	1	2	3	4
c. School sidewalks and walkways	0	1	2	3	4
d. Outdoor play areas/playgrounds	0	1	2	3	4
e. Outdoor athletic facilities	0	1	2	3	4
f. Covered walkways	0	1	2	3	4
g. Fencing	0	1	2	3	4

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4. What is the **overall condition** of the permanent and portable (temporary) onsite buildings at this school? *(If the school has more than one building of a particular type, consider all of them in providing a rating. Circle one on each line.)*

Building type	School does not have building type	Excellent	Good	Fair	Poor
a. Permanent buildings	0	1	2	3	4
b. Portable (temporary) buildings	0	1	2	3	4

5. What would probably be the total cost of all repairs/renovations/modernizations required to put this school's **onsite buildings** in good overall condition? *(Give your best estimate. **If this school's onsite buildings are already in good or excellent overall condition, enter zero.**)*

 $_____

6. On which of the sources listed below is this cost estimate based? *(Circle all that apply.)*

 a. Facilities inspection(s)/assessment(s) performed within the last 3 years by licensed professionals 1
 b. Repair/renovation/modernization work already being performed and/or contracted for 2
 c. Capital improvement/facilities master plan, schedule, or budget 3
 d. My best professional judgment 4
 e. Opinions of other district or school administrators 5
 f. Other (*specify*) _____ 6

7. How **satisfactory** is each environmental factor in the permanent and portable (temporary) onsite buildings at this school?

 - In **Part A,** circle one rating on each line to indicate the overall satisfaction with each environmental factor for the **permanent buildings** at this school. If the school has more than one permanent building, consider all of them in providing a rating. **Leave Part A blank if this school does not have any permanent buildings.**
 - In **Part B,** circle one rating on each line to indicate the overall satisfaction with each environmental factor for the **portable (temporary) buildings** at this school. If the school has more than one temporary building, consider all of them in providing a rating. **Leave Part B blank if this school does not have any portable (temporary) buildings.**

Environmental factor	Part A. Permanent buildings *(Circle one on each line)*					Part B. Portable (temporary) buildings *(Circle one on each line)*				
	School does not have factor	Very satis-factory	Satis-factory	Unsatis-factory	Very unsatis-factory	School does not have factor	Very satis-factory	Satis-factory	Unsatis-factory	Very unsatis-factory
a. Artificial lighting	0	1	2	3	4	0	1	2	3	4
b. Natural lighting	0	1	2	3	4	0	1	2	3	4
c. Heating	0	1	2	3	4	0	1	2	3	4
d. Air conditioning	0	1	2	3	4	0	1	2	3	4
e. Ventilation	0	1	2	3	4	0	1	2	3	4
f. Indoor air quality	0	1	2	3	4	0	1	2	3	4
g. Water quality	0	1	2	3	4	0	1	2	3	4
h. Acoustics or noise control	0	1	2	3	4	0	1	2	3	4

8. In what year was this school's **main instructional building** constructed? _____

9. In what year was the last major renovation of the **main instructional building?** _____
 Check here if the main instructional building has never undergone a major renovation ☐

10. In what year was the last major building replacement or addition made to this school? _____
 Check here if the school has never had a major addition or replacement ☐

11. Is any major repair/renovation/modernization work currently being performed at this school? Yes 1 No 2

12. Which of the following construction projects, if any, are planned for this school in the next 2 years? *(Indicate yes or no for each item.)*

	Yes	No
a. Build new permanent buildings or permanent additions to buildings (e.g., a new classroom wing or gymnasium)	1	2
b. Major repairs, renovations, or modernization of existing permanent buildings	1	2

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13. Which of the following building systems or features at this school, if any, have major repairs, renovations, or replacements planned for the next 2 years? If major repairs, renovations, or replacements are planned for a building system or feature, what is the main reason for the planned major repair, renovation, or replacement?

- In **Part A,** circle one response on each line to indicate major repair, renovation, or replacement plans for each building system or feature. Do not include preventive maintenance or minor repairs.
- **Complete Part B for any building system or feature for which major repair, renovation, or replacement is planned in the next 2 years.** Circle one response to indicate the main reason for any planned major repairs, renovations, or replacements for a building system or feature.

Building system/feature	Part A. Plans for major repair, renovation, or replacement in the next 2 years *(Circle one on each line)*				Part B. Main reason for planned major repair, renovation, or replacement *(Circle one for each system/feature with major repair, renovation, or replacement planned)*			
	School does not have building system/ feature	No major repair, renovation, or replacement planned	Major repair or renovation planned *(If work is planned, continue to Part B)*	Replace-ment planned	Functional problem in existing system or feature	Improved operational or energy efficiency	Replace-ment cycle	Other reason
a. Roofs	0	1	2	3	1	2	3	4
b. Framing, floors, foundations	0	1	2	3	1	2	3	4
c. Exterior walls, finishes	0	1	2	3	1	2	3	4
d. Windows, doors	0	1	2	3	1	2	3	4
e. Interior finishes, trim	0	1	2	3	1	2	3	4
f. Plumbing/lavatories	0	1	2	3	1	2	3	4
g. Heating system	0	1	2	3	1	2	3	4
h. Air conditioning system	0	1	2	3	1	2	3	4
i. Ventilation/filtration system	0	1	2	3	1	2	3	4
j. Electrical system	0	1	2	3	1	2	3	4
k. Interior lighting	0	1	2	3	1	2	3	4
l. Exterior lighting	0	1	2	3	1	2	3	4
m. Energy management system	0	1	2	3	1	2	3	4
n. Life safety features	0	1	2	3	1	2	3	4
o. Security systems	0	1	2	3	1	2	3	4
p. Internal communication systems	0	1	2	3	1	2	3	4
q. Technology infrastructure	0	1	2	3	1	2	3	4

14. Is there a written long-range educational facilities plan for this school? *(See definition.)*

Yes..... 1 No 2

15. Has this school had the following performed by qualified professionals within the last 5 years? *(Indicate yes or no for each item.)*

	Yes	No
a. Inspection of the condition of the physical features of the facility (e.g., roofs, foundations).....	1	2
b. Evaluation of energy use (e.g., energy audit)	1	2
c. Evaluation of indoor environmental hazards (e.g., air quality, asbestos, lead paint).....	1	2

16. Have any of the following been done within the last 5 years **to improve energy efficiency** at this school? *(Indicate yes or no for each item.)*

	Yes	No
a. Replaced lighting fixtures, lighting ballasts, or bulbs	1	2
b. Installed motion sensors for lighting.....	1	2
c. Upgraded insulation, outer walls, and/or siding (building envelopes).....	1	2
d. Replaced windows and/or doors	1	2
e. Installed or upgraded a reflective roof coating	1	2
f. Installed more efficient HVAC systems.....	1	2
g. Installed or upgraded an energy management system.....	1	2

17. Are there significant problems with the facilities at this school that are not covered in this survey?

Yes..... 1 No 2

If yes, please briefly describe those problems on the back of the questionnaire.

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Comments for question 17: _____

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